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State of Wisconsin  
Department of Public Instruction

WISCONSIN  
SCHOOL LIBRARY  
OF THE  
SCHOOL LIBRARY

State Superintendent

State School Library

District

GIFT OF







# Lessons

on the use of the

## School Library

for

Rural Schools, State Graded Schools, Village  
and City Grades

Also for use in **High Schools** in the  
giving of such library instruction out-  
lined as has not been given in the grades

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State Superintendent

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LIBRARY  
SCHOOL

GIFT

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SCHOOL DISTRICT. IT IS TO BE ACCESSIONED  
AND AS CAREFULLY ACCOUNTED FOR AS  
A BOOK ADDED TO THE SCHOOL  
LIBRARY BY PURCHASE.

## INTRODUCTION

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There are over one and one-half million books in Wisconsin school libraries, with large additions in the aggregate each year. These books have been a power for good in the schools of the state. And yet the returns possible from the investment in school libraries are greatly in excess of those yet realized. It is so short a time since there were practically no school libraries that teaching practices, so far as the school library is concerned, are still to a large extent dominated by methods and courses of study which originated when the textbook reigned supreme.

To help make the school library as effective an agency as possible in the work of the schools and in the lives of those who attend them these lessons have been prepared. Specifically, they are intended for the guidance of teachers in giving to their pupils definite lessons on the use of the school library.

The Wisconsin law now provides that candidates for county or city teachers' certificates, and hence also for state certificates by examination, shall write on the cataloging and use of school libraries. Applicants for third grade certificates were included in this law beginning January 1, 1915. In the Wisconsin township library list of 1910-'11 instructions are given on the cataloging and care of elementary school libraries and the high school library list of 1909 contains similar instructions for high school libraries. The present publication, as an incident to its main purpose, will help teachers prepare for examinations on the use of school libraries.

**Acknowledgments.** Most of the manuscript of this publication was read by Miss Bertha Bergold, Assistant Librarian, whose suggestions have been of material help in its preparation. The lessons on the daily newspaper were thoroughly revised as a result of the suggestions made by W. G. Bleyer, Associate Professor of Journalism and Chairman of the Course in Journalism, University of Wisconsin. Certain other parts were likewise submitted to specialists and advantage taken of their criticisms. Inspectors Amy

Bronsky, Annie Reynolds, and W. E. Larson, of the Department each read a large part of the manuscript and made helpful suggestions. Sincere thanks are due all those who have thus aided in the preparation of these lessons on the use of the school library; also to Miss Mary A. Smith, Librarian of the Madison Public Library, for permission to include an outline of the lessons on the public library which she each year gives to the pupils of the eighth grade of the Madison schools.

**High schools.** Much of what is included in the reference lessons outlined is suitable also for use in high schools. In fact, most of it will be found of value to those students who have not received this training in the grades. See page 22 for further suggestions.

**Teachers' training classes.** Since the lessons are intended for use in elementary schools, it follows that they will be of service in teachers' training classes in county training schools, high schools, and normal schools. Preparing teachers to train the rising generation in the use of books, probably the greatest single source of human progress, should receive attention at least equal to that given the traditional school branches.

**School and public libraries.** The lessons aim to give training in the use of whatever reference material the school library may contain, however meager that may be. Most people do not have access to the resources of a good-sized public library, and it is for them all the more essential to receive training in the use of simple reference sources, and in the choice of books for general reading. Those who later move into communities where there are good library facilities will be all the more likely to make use thereof, if they have received this training in school, while the young people who are fortunate enough to live in a community which supports a good public library, should receive the training which will help make sure that they will take advantage of their opportunities. It is hoped that these lessons will prove of substantial assistance in bringing about an effective cooperation between the school and the public library.

**Organization of the library essential.** In order to give any considerable part of the lessons outlined, it will be necessary to have the library properly classified and cataloged, the books correctly arranged on the shelves, etc. To help the teacher bring this about, there is given on page 8 an outline of what is necessary for the purpose.

**Influence of lessons on choice and use of books.** It is not at all supposed that these lessons cover the whole field of work in preparing children wisely and effectively to use printed matter. However, it is believed that, by studying and using the library books at hand in the ways herein in-



icated, the pupil will receive a training which will have an effective influence upon his choice and use of books throughout life. The outlines given relate to reference work and to general reading. The larger part of the publication is devoted to reference work, but the suggestions with regard to general reading are of equal or even superior importance and should be given careful attention by the teacher.

**Textbooks.** The reference work is intended to be done with the school library books and not with the class textbooks. The use of textbooks should be considered of and by itself as part of the work of the class in which the text is used.

**Grades for which suitable.** The grades for which the different lessons are suitable have been indicated. By grades 6-8, for instance, is meant that the lesson may be given in any one of these grades, depending upon circumstances. Usually it is best to give a reference lesson in the lowest grade mentioned, unless there are good reasons to the contrary. The earlier a reference lesson is given the more practical application it will have before the pupil leaves school. In some cases, part of the work outlined should be given in the lowest grade named and other parts in higher grades. This applies especially to a series of lessons on the same topic, such as the lessons on the use of the dictionary. So far as feasible this gradation of work has been indicated. However, only the teacher doing the actual work with a certain class, under given conditions, is in a position to decide some of the questions of gradation.

**Classes in which to give the lessons.** The classes in which the different lessons should be given are indicated. This is intended to help the teacher in apportioning the work among the various classes, so that the reference work, as a rule, will be given in that class which deals with the subject most nearly related to the work to be done, and also so as not to overburden any one class with reference lessons. Here again the indications are suggestive only, and practical necessity may make it advisable for the teacher to give the work in some other class than the one suggested. An index by classes in the back part of this publication will enable the teacher quickly to see what reference work is suggested in connection with the various classes of the school. In this connection read the next paragraph.

**Lessons to be adapted to pupils and equipment.** All the lessons outlined cannot be used in some schools, owing to lack of material with which to work; but all those lessons for which there is material at hand should be utilized. Effort should be made to add to the library the books and equipment needed for the instruction outlined. The instruction should be varied from that outlined so as to meet the special needs of the pupils.

**Graded course.** It is not the intention that the lessons are to be given in the order in which they are arranged in this publication. Such an arrangement, as will be seen by inspection of the lessons included, would be impracticable. A course of lessons by grades, with subdivisions by classes, is outlined beginning on page 16. This is followed by an outline by classes, with subdivisions by grades. With these outlines as guides, the lessons can be given in orderly sequence and without duplication or confusion.

**Index.** The index will make readily accessible any included material pertaining to the lessons on the use of the school library.

**Note taking.** The habit of taking notes when doing reference work should be encouraged. These notes the pupils should, as a rule, have the privilege of referring to when reciting, just as in practical life we are at liberty to refer to notes made in the course of reading up on any particular subject.

**Practical application.** When any unit of reference work has been done, as, for example, that on the atlas, the teacher should plan to have the pupils use that source of reference material thereafter whenever its use is advisable in the work being done.

**Self-help and instruction.** It is well for the pupils themselves to make a preliminary examination of any reference book which is to be studied. This will help develop the habit of critically examining books which may fall into their hands. However, the teacher must be careful not to overdo in this direction. He must not be afraid to do some genuine teaching in the use of the school library just as in arithmetic, geography, and other traditional school subjects. We should remember that most children creep before they walk. Devote as many recitations to any topic as may be necessary. Do not slight anything attempted; rather than that omit some of the topics. The aim should be to teach each topic attempted so well that thenceforth the pupil will make practical use of the instruction received.

**Emphasize the reference feature.** Many of the questions in the exercises given under the various topics require answers which the pupil may have learned from a reference book or may have gotten from hearsay. It should be borne in mind that the exercises are intended to give practice in the use of reference books and the source of information should in each case be reported by the pupil. The merit of the work of any pupil depends upon the judgment shown in selecting and using the reference material available.

**Combine reference work and study.** The exercises in reference may be assigned as lessons in the subject as well as lessons in reference, thus, as it were, killing two birds with one stone.

**Reviews.** Practical application of what has been taught whenever occasion for its use occurs is the best kind of review. However, a review in a later grade of what was learned in an earlier grade gives occasion to teach some things which the pupils were not far enough advanced to learn when they first were introduced to that particular feature of reference work. Inability and disinclination to make practical application of the instruction and misunderstandings of various kinds can also be attended to by means of reviews. Besides, there may be pupils in class, coming from other schools, who have not been given some of the instruction outlined. It is therefore advisable to review the lessons from time to time as conditions may require and opportunity offer. Reviews are especially desirable in the higher grades suggested when the lesson has been given in a lower suggested grade.

**Library hour.** As an incentive to general reading, it would be well, occasionally to devote the last hour of the Friday afternoon session to a library program. At this time pupils, who by conversation with the teacher, have demonstrated that they can make an interesting report on a book or on some character or other feature of a book or article read, should be given an opportunity to talk to the school. Biographical sketches of noted authors, recitations, and other related exercises will supply ample additional material for such programs.

**Young People's Reading Circle.** The Wisconsin Teachers' Association has provided for the organization of a Wisconsin Young People's Reading Circle. The bulletins issued by the State Reading Circle Board will be distributed to all teachers and will help to bring about good general reading on the part of the girls and boys in our schools and others of school age.

**Credit** should be given for this library work. The children should be made to realize the great truth that one of the most important results of a good education is to know where to find information in printed material, to have a taste for good reading and some ability in choosing such reading from the vast quantity of printed matter which confronts us on every hand.

**The teacher must know the books.** Both for the sake of the reference work and the general reading the teacher must know the books which he expects the pupils to use. It is advisable for the teacher carefully to go over each reference lesson before he assigns it to the class and to look up, to such an extent as may be necessary, the references in the material with which the pupils will work. He will then know better what modifications to make in the assignment and will be more interested and hence create more interest in the reference work.

The teacher should systematically devote time to the reading of books suitable for general reading by the boys and girls under his instruction and to the reading of literature toward which he endeavors to develop their reading tastes and capacities. Only in this way can he acquire that knowledge of and enthusiasm for books which is absolutely essential in order to kindle enthusiasm for good reading on the part of the pupils. The township library list, the lists printed herein, the list of the Wisconsin Young People's Reading Circle, and the Wisconsin high school library list will be of value in selecting books for such a course of reading by the teacher. Teachers should especially familiarize themselves with the books on the Young People's Reading list.

### Condition of the School Library

Following are some matters with regard to the condition of the library which should be seen to in order that the lessons outlined may be given under favorable conditions. In fact, some of the work will be difficult or even impossible of accomplishment if these things are not given attention.

**Accession list.** Every book and the more important public documents in the library should be accessioned. The state Department of Education has distributed to schools the Wisconsin School Library Accession Book. This will answer the purpose for all but the larger school libraries. The instructions given on the first page should be carefully studied by those who use it. Copies of this accession book can be secured on application to the State Superintendent. If a larger accession book is needed, it may be purchased from a library supply house.

**Bookplates.** By bookplates is here meant the labels provided by the State, which are to be pasted onto the inside of the front cover of a school library book, to show its ownership and accession number, and containing a summary of public school library regulations prescribed by the State Superintendent. Care should be taken that the accession number on a bookplate is identical with that for the same book as given in the accession list. Often the town clerk, in the case of township library books which he distributes to schools, places an accession number on the bookplate, and this, of course, is different from the accession number in the school library accession list. Accession numbers written in by town clerks should be erased and the school accession number substituted.

**Classification.** The lessons on the use of the card catalog and a number of other lessons herein outlined, presuppose the proper classification of the school library books. Classification of elementary school libraries is discussed on page 281 of the 1910-'11 township library list; a simplified table of classification is given on page 128 herein. Classification of high school libraries is treated on page 61 of the 1909 high school library list, with accompanying table of classification.

**Class numbers on the backs of books.** The class numbers should be plainly written on the backs of the books about one and one-half

inches from the bottom, unless printed matter on the back makes it necessary to write the class number above or below this level. It will be necessary to write the class number lengthwise of the back in the case of very thin books. White ink should be used on the books on which black figures and letters will not show distinctly. India ink should be used for the black and for the white any good brand of white ink will answer.

Writing the class numbers on the back of the books is preferable to the use of labels, for the reason that labels soon get soiled, torn or loosened or fall off entirely. Labels already on the books, however, should be left there until their condition makes it advisable to remove them; then class numbers written directly onto the backs should be substituted.

**Arrangement of books on the shelves.** Class numbers facilitate bringing together on the shelves all books on the same subject, enable one readily to find books on a given subject, and books referred to in the card catalog. But in order to be of value, the books must be arranged on the shelves according to these numbers. Under any particular class number they should be arranged alphabetically by authors, except that books of individual biography (921) should be arranged alphabetically by the name of the person written about.

On the backs of reference books which it is desirable to have located together for the purpose of convenience, the capital letter R should be written above the class number and then these books may be placed together and arranged by their class numbers as in the case of the shelf books. Instead of the letter R, an asterisk (\*) may be used, which is customary in public libraries.

**Card catalog.** For many of the lessons outlined it is absolutely essential that the card catalog be properly and completely made out. The necessary instructions for cataloging elementary school libraries will be found in the township library list of 1910-'11, pages 270-80. These instructions should be carefully studied before any cataloging is done and the instructions should be implicitly followed. Especially should the cards be made out like the samples printed on pages 275-8; the second card on page 277, however, should be ignored, as it is one which through some error was taken from the instructions for cataloging high school libraries.

Instructions for cataloging high school libraries will be found in the 1909 List of Books for High School Libraries.

**Card catalog case.** The card catalog case should be located where it can conveniently be consulted without moving it; which means that it should be near the book case, but not on top of it, for instance (where it is sometimes found by visitors).

The cards should not be packed so close that it is difficult to read them or find the ones wanted.

**Book case.** There should be shelf room enough so that all the books can be placed on the shelves without crowding. The minimum height between the shelves should be about  $10\frac{1}{4}$  inches. This makes provision for all except a comparatively few over-size books. For these and the pamphlet cases and folders the space between the two lowermost shelves should be about  $12\frac{1}{4}$  inches. If some of the shelf spaces are less than ten inches, it will often happen that books of the same class will have to be separated.

**Book supports.** These are necessary in order to keep the books in a vertical position on the shelves. They may be bought for about ten cents a piece from a furniture dealer (who will probably have to send for them) or from a dealer in library supplies. Without them the books are likely to "lop over" and so contribute to an unattractive appearance of the library.

**Dictionary stand.** A stand should be provided for the unabridged dictionary and placed where it is easy of access. A stand fastened to the wall is preferable for most school-rooms. As a substitute an unoccupied desk or a place on the reading table may answer. By no means should the unabridged dictionary be placed in a bookcase or other place from which it must be fetched when used. A stand makes for greater use of the dictionary and saves wear and tear. Such stands can be secured from furniture dealers or dealers in school supplies.

**Reading table.** A table and chairs for use in reference work and in the reading of magazines and newspapers should be provided in every school. The table should be located where it is convenient of access and where the light is right for reading purposes.

**Library corner.** The book cases, the dictionary stand, the reading table for magazines and newspapers, and all other equipment connected with the use of the school library should be in some particular part of the room, which may be designated as the library corner. This applies to that large number of schools which do not have a special room for a library.

**Condition of the books.** A well cared for library is in itself an incentive to its use. If the books are tattered and torn and soiled, we have the opposite effect. Each year the teacher is required by law to set aside the books which need rebinding and which it would pay to rebind. A pamphlet containing the necessary directions is distributed by the State Superintendent each year. By all means, teachers should seek to have the school library get the benefit of this law. A judicious amount of mending should be done in time. See pages 283-6, township library list of 1910-'11. Books beyond rebinding and mending should be discarded; or, if it is thought necessary to still retain some of them, these should be kept out of sight when not in use.

**Loans.** The use of the library as taught in these pages cannot be successfully carried out if there is not some efficient system of loaning the books. Such a system will encourage the pupils to take books home to read, will be liberal as to renewals, will prevent loss and unnecessary wear and tear and soiling of books by holding pupils reasonably responsible for books loaned to them, will encourage the borrowing of books by non-pupils as much as the circumstances warrant, and in general will make for the largest possible use of the library, especially for general reading.

For instructions as to recording loans, fines, etc., see page xiii of the Wisconsin township library list of 1910-'11; or, the Wisconsin high school library list of 1909, page 12.

**Record of reading done.** It will help stimulate the desire to do general reading if each pupil keeps a record of the books he reads each year of his school course. A plan for bringing this about is being worked out

by the State Reading Circle Board and it will be explained in the forthcoming reading circle pamphlet. Every pupil should be encouraged to make such a record. The teacher should also have a record of the reading done by each pupil so as to be better able intelligently to guide his reading.

**Reference material.** Following is a minimum list of reference books and material necessary to give the lessons outlined, not including the shelf books.

The abbreviation "T" means that the book is included in the township library list.

Agricultural journals. See page 87; 103.

Atlas. See page 64.

Blue Book. See page 55.

Card catalog. See page 49; 48.

Champlin. Young Folks' cyclopedia of common things. T.

Champlin. Young folks' cyclopedia of literature and art. T.

Champlin. Young folks' cyclopedia of natural history. T.

Champlin. Young folks' cyclopedia of persons and places. T.

Daily newspapers. See page 79.

Dictionary—abridged. See page 28.

Dictionary—unabridged. See page 28.

Farmers' institute bulletins. See page 71.

General encyclopedia. See page 60.

Magazines. See page 87.

Pamphlets and clippings. See page 75.

Quotations. See page 107.

Robert's rules of order. T.

Trade periodicals. See page 87.

U. S. Department of Agriculture. Farmers' bulletins. See page 68.

Yearbook. See page 70.

University of Wisconsin. Agricultural Experiment Station. Bulletins and circulars. See page 70.

Wilcox and Smith. Farmer's cyclopedia of agriculture. T.

Wisconsin Arbor and Bird Day manual

Wisconsin Memorial Day annual

Wisconsin township library list

World almanac. See page 66.

**Filing pamphlets and clippings.** A plan for filing clippings and pamphlets is given beginning on page 76. It is sincerely to be hoped that every school will have a collection of such material. Not only will much reference work thus be made possible, but also a plan for filing material will be made known to the school which can with profit be made use of in many homes.

**Shelf books.** By shelf books is meant those books which are not placed in any specially located group, such as most of the reference books referred to above, but which are placed on the shelves among other books of their class in the general collection of books. A large proportion of these should be for purposes of general reading. How to secure enough for this purpose is one of the vital problems in the use of the school library. Following are some suggestions to this end.

**Growth of the school library.** As rapidly as practicable the books needed for reference and general reading should be added to the library. The operation of the township library law, annually brings to each school district outside of the larger cities of the state books to the value of ten cents for each person of school age in the district. This needs to be supplemented from other sources if the school library is to fulfill its function, for the reason that the growth in this way alone is too slow in most districts and because the more expensive reference works cannot be purchased with the township library money.

Among the many legitimate ways of increasing the number of books available in the school library, the following are suggested:

1. Appropriations by the school board. A reasonable sum should be appropriated each year for the purchase of library books.

2. Entertainments. Money raised by school entertainments can hardly be put to better use than in providing good reading.

3. Socials. In these days of wide-spread interest in social center activities, it will not be difficult to raise funds for the school library by conducting a social of some kind popular in and approved by the community and charging a small admission fee.

4. A traveling library can be secured from the Wisconsin Free Library Commission, Madison. Write Secretary M. S. Dudgeon. If your county conducts a traveling library system, then apply to the person in charge. If you do not know who is at the head of the work, inquire of your county superintendent.

5. School districts are authorized by law to exchange library books, provided they are returned to the respective schools owning them before the end of the school year. The school boards of the districts concerned must first agree to the exchange.

6. If in a city or village maintaining a public library, confer with the librarian as to library books for the school, to be supplied by the library.

7. Encourage the building up of home libraries. In order to supplement the school library some parents would be willing to purchase books for their children's reading, if the matter were presented to them in such a way as to enlist their interest and make them feel confident that the books recommended are suitable and the prices reasonable.

8. Make the funds for books go as far as possible by making use of the township library list when ordering books therein listed thus securing advantage of the contract prices.

9. Gift books, if of the right kind and in good condition, are a welcome addition to a library; but often they do not fulfill these conditions. Since they can, as a rule not be refused if proffered, the teacher will sometimes have to use his ingenuity in so arranging where gift books are to be kept, etc., that no harm will come from an unwelcome addition to the library.

**Inventory.** To prevent loss of books, an inventory should be taken several times each year, including one at the close of the annual school term. For suggestions as to how to take an inventory, see "List of Books for Township Libraries, 1910-'11, page 269; or, "List of Books for Free High School Libraries, 1909," pages 8-9.



## MAKING USE OF THE PUBLIC LIBRARY

**Books from public library.** If the school is located in a community which maintains a public library, arrangements should, if feasible, be made for books to be sent to the school from the library in accordance with some definite plan agreed upon by the school and library authorities. Such class room libraries should be selected with the aim of supplying collateral or supplementary reading in connection with the various classes and to some extent general reading, the latter especially in the lower grades. This may be supplemented by special privileges usually accorded to the teacher as to the number of books issued on one card and the length of time which they may be retained. Even though such arrangements are made, the school should as a rule have a collection of books of its own which it is found advisable to have constantly at hand.

**Borrowers' cards.** Pupils should early be encouraged to visit the public library and make use of its resources both for general reading and for reference. By an arrangement with the librarian most of the children can be induced to take out and use borrowers' cards. The teacher should have some way of knowing what books her pupils draw from the public library, in order that she may better help guide their reading.

**Reference work.** Reference work for which there is not the necessary material in the school should be done in the public library so far as its resources will supply the need. Topic work in the public library should begin in about the fourth grade and should supplement the class work in geography, history, and other branches in which it is of value.

**Lessons on the use of the public library.** See page 124 for lessons outlined for eighth grade pupils. Previous to this grade, however, the necessary instruction should be given as to registration, borrowers' cards, renewals, fines, behavior in the library, and other such elementary essentials as will make for the proper use of the library even by the youngest school children. It may be advisable to give the lessons outlined on page 124 to sixth or seventh grade pupils, if many of them leave school before the eighth grade is reached.

**Visits to public libraries by pupils from rural communities.** People living in rural communities which do not maintain a public library may have some library privileges in a near-by public library, or, as often happens, they may move into a community having a public library. It would therefore be advisable, if the necessary arrangements can be made, to have the pupils in the eighth grade visit such a library, and, under the leadership of the librarian and the teacher, get some idea of how to use it.

## GENERAL READING

The kind and amount of general reading done by a pupil and the conditions under which it is done will largely determine his taste for reading throughout life. Promoting general reading, therefore, should be one of the main concerns of the school. While specific lessons can obviously

not be given, yet definite plans should be employed for interesting and guiding the pupils in their general reading. Suggestions are given herein as follows:

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It is suggested that when the reference work in any particular subject has been given the general reading connected therewith then be given special attention. When, for example, the reference lessons on biography have been learned, the teacher should discover what general reading in biography the different members of the class have done and should seek to interest them in such reading so that every member of the class will do at least a reasonable amount of it.

A fuller discussion of general reading will be found on pages 326-33 of the Manual of the Elementary Course of Study, edition of 1910 and subsequent reprints.

## REPORTS ON BOOKS READ

Among the objects to be attained by having pupils make reports on books read are: to increase the pleasure taken in reading; to promote discrimination in judging the worth of what is read; to elevate and widen the reading taste; to develop intelligent purpose in reading; to teach how to read books; to lead to further worth while reading; to help the pupil to help himself in the selection and reading of good books.

Formal book reports will not bring about these results; they are likely, on the contrary, effectually to prevent them. The first step after a book has been read should be an informal conversation about it between the teacher and the pupil. In this conversation the teacher should, in an apparently incidental way, get at the actual impression the book has made on the pupil, and take occasion so to lead the conversation that it will help bring about the objects above stated. A sympathetic, not a critical, attitude should be assumed. As a rule, the larger the share of the pupil in this conversation, the better. However, the teacher should have in mind some definite points which are to be touched upon in the conversation on the particular book in question.

If the conversation reveals that the pupil can, with perhaps a little coaching, make an interesting and worth while report to the class or school, it may be well to have him prepare and give an oral report. The use of a written outline in making such a report is often advisable. Occasionally a book report should be in writing.

When several members of a class have read books on which they can give interesting reports, it would be a good idea to resolve the class into a book club, as it were, and use the recitation period for the giving of the reports. Each report should be followed by questions and remarks on the part of those who listened to the report. A pleasing informality should characterize such an exercise.

A pupil, especially one who does not have a natural aptitude for reading, will be helped in acquiring effective reading habits by occasionally suggesting that he be on the lookout for certain features in a book which he is about to read. Such suggestions should be made in a way to arouse interest in the book. The taking of notes on reading done should be encouraged.

## OUTLINE OF COURSE BY GRADES AND CLASSES

In order to facilitate distributing to advantage the lessons on the use of the school library among the various grades and classes, the following two outlines are given. The lowest grade suggested in the text determines the grade in these outlines; likewise the first class mentioned in the text for any lesson is the class to which it is here assigned.

If modifications as to grading or class are determined upon, they should be recorded in the outlines so that confusion may not result as pupils pass from grade to grade and as teachers change.

In beginning the work in any school, the lessons assigned to any class for preceding grades should first be given.

Where the word Review occurs reference is to a review of library lessons previously given in that class as per the outline. Such reviews should be planned so as quickly to bring to mind the previous lessons, especially the practical applications thereof. See "Reviews" page 7.

References to the public library will of course find application only in those schools having access to one.

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Dictionary—Definitions (continued).....	32
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Young Folks' Cyclopaedia of Persons and Places.....	57
General reading.....	13
<b>Spelling class</b>	
Dictionary—Pronunciation (continued).....	31
Dictionary—Abbreviations used in the dictionary.....	36
Dictionary—Abbreviations and contractions.....	37
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Compound words.....	30
Dictionary—Syllabication.....	30

## SIXTH GRADE

<b>Geography class</b>	
Review	
Atlas.....	64
World Almanac.....	66
Training in the use of filed material.....	79
Geography—Reference.....	110
Science and nature—Reference.....	98
General reading.....	13
<b>Grammar and language class</b>	
Dictionary—Principal parts of verbs.....	42
<b>Physiology and hygiene class</b>	
Useful arts—Reference.....	100
Health and sanitation—Reference.....	101
General reading.....	13
<b>Reading class</b>	
Review	
Card catalog.....	48
Dictionary—Definitions (continued).....	32
Dictionary—Biographical dictionary.....	40
Dictionary—Noted names in fiction.....	41
Printed parts of a book.....	23
Young Folks' Cyclopaedia of Literature and Art.....	59
General encyclopedias.....	60
Mythology—Reference.....	94
General reading.....	13
<b>Spelling class</b>	
Review	
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Spelling of plurals.....	31
Dictionary—Variant spellings.....	30
Dictionary—Given names of persons.....	40
Dictionary—Pictorial illustrations.....	39
Dictionary—Proper names.....	39
Dictionary—Contents of unabridged dictionary.....	38
Dictionary—Arbitrary signs used in writing and printing.....	39

## SEVENTH GRADE

<b>Agriculture class</b>	Page
Useful arts—Reference.....	100
Farmers' institute bulletins.....	71
Agricultural bulletins, circulars, and Yearbook.....	67-72
Agricultural journals.....	87; 103
Agriculture—Reference.....	102
General reading.....	13
<b>Grammar and language class</b>	
Dictionary—Words used as different parts of speech.....	33
Dictionary—Verbs used both transitively and intransitively.....	33
Dictionary—Comparison.....	43
Dictionary—Declensions.....	42
Dictionary—Synonyms.....	34
Dictionary—Restricted and questionable usage.....	35
<b>Geography class</b>	
Review	
Industries and inventions—Reference.....	101
General reading.....	13
<b>History class</b>	
Biography—Reference.....	112
Wisconsin Blue Book.....	55
Memorial Day Annual.....	74
History—Reference.....	117
General reading.....	13
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Fairy stories, fables, folklore, and legends—Reference.....	97
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Review	
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Specialized meanings.....	34

## EIGHTH GRADE

<b>Civics class</b>	
Government—Reference.....	95
The daily newspaper.....	79
General reading.....	13
<b>Domestic science class</b>	
Domestic science—Reference.....	102
General reading.....	13
<b>History class</b>	
General reading.....	13
<b>Reading class</b>	
Review	
Dictionary—Quotations.....	36
Conduct of life and vocational guidance—Reference.....	93
Magazines.....	87
Instruction in the use of the public library.....	124
General reading.....	13
Visit to public library by non-residents.....	13

**Spelling class**

Review	Page
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Analysis of words.....	44

**COURSE BY CLASSES****AGRICULTURE CLASS****Seventh grade**

Useful arts—Reference.....	100
Farmers' institute bulletins.....	71
Agricultural bulletins, circulars, and year book.....	67-72
Agricultural journals.....	87; 103
Agriculture—Reference.....	102
General reading.....	13

**CIVICS CLASS****Eighth grade**

Government—Reference.....	95
The daily newspaper.....	75
General reading.....	13

**DOMESTIC SCIENCE CLASS****Grade 8**

Domestic science—Reference.....	102
General reading.....	13

**GEOGRAPHY CLASS****Grade 5**

Dictionary—Gazetteer.....	38
Dictionary—Colored plates.....	37
Young Folks' Cyclopaedia of Common Things.....	56
Young Folks' Cyclopaedia of Natural History.....	58
General reading.....	13

**Grade 6**

Review	
Atlas.....	64
World Almanac.....	66
Training in the use of filed material.....	79
Geography—Reference.....	110
Science and nature—Reference.....	98
General reading.....	13

**Grade 7**

Review	
Industries and inventions—Reference.....	101
General reading.....	13

**GRAMMAR AND LANGUAGE CLASS****Grade 6**

Dictionary—Principal parts of verbs.....	42
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**Grade 7**

Dictionary—Words used as different parts of speech.....	33
Dictionary—Verbs used both transitively and intransitively.....	33
Dictionary—Comparison.....	43
Dictionary—Declensions.....	42
Dictionary—Synonyms.....	34
Dictionary—Restricted and questionable usage.....	35

## HISTORY CLASS

Grade 7	Page
Biography—Reference.....	112
Wisconsin Blue Book.....	55
Memorial Day Annual.....	74
History—Reference.....	117
General reading.....	13
<b>Grade 8</b>	
General reading.....	13

## PHYSIOLOGY AND HYGIENE CLASS

<b>Grade 6</b>	
Useful arts—Reference.....	100
Health and sanitation—Reference.....	101
General reading.....	13
<b>Grade 7</b>	
General reading.....	13

## READING CLASS

<b>Grade 1</b>	
How to handle books.....	22
Introduction to the public library.....	13
Behavior in the public library.....	13
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How to handle books (continued).....	22
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Public library regulations, such as renewals, fines, etc	
<b>Grade 3</b>	
General reading.....	13
<b>Grade 4</b>	
Dictionary—Definitions.....	32
General reading.....	13
<b>Grade 5</b>	
Dictionary—Definitions (continued).....	32
Physical make-up of a book.....	26
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<b>Grade 6</b>	
Review	
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Dictionary—Definitions (continued).....	32
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<b>Grade 7</b>	
Review	
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**Grade 8**

Review	
Dictionary—Quotations.....	36
Conduct of life and vocational guidance—Reference.....	93
Magazines.....	87
Instruction in the use of the public library.....	124
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## SPELLING CLASS

**Grade 3**

Dictionary—Finding given words.....	28
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**Grade 4**

Dictionary—Finding given words (continued).....	28
Dictionary—Pronunciation.....	31
Dictionary—Spelling—Suggestive exercises.....	29

**Grade 5**

Dictionary—Pronunciation (continued).....	31
Dictionary—Abbreviations used in the dictionary.....	36
Dictionary—Abbreviations and contractions.....	37
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Compound words.....	30
Dictionary—Syllabication.....	30

**Grade 6**

Review	
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Spelling of plurals.....	31
Dictionary—Variant spellings.....	30
Dictionary—Given names of persons.....	40
Dictionary—Pictorial illustrations.....	39
Dictionary—Proper names.....	39
Dictionary—Contents of unabridged dictionary.....	38
Dictionary—Arbitrary signs used in writing and printing.....	39

**Grade 7**

Review	
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Specialized meanings.....	34

**Grade 8**

Review	
Dictionary—Spelling—Suggestive exercises (continued).....	29
Dictionary—Analysis of words.....	44

## LIBRARY INSTRUCTION IN THE HIGH SCHOOL

In the first year of the high school course, the students should be tested to see how much of the instruction herein outlined ought to be given. Some one teacher should be delegated to make the test and to give the instruction. It is suggested that the library lessons be given in the English class, since the work of this class is more closely connected with the use of books and other printed matter than that of other classes.

The instruction should be given by that member of the high school faculty best qualified for the work. That is undoubtedly the special school librarian if there is one, otherwise the teacher who acts as librarian.

Credit should be given for the work and the requirement made that a passing grade must be earned in order to meet the first year English requirements.

Additional lessons especially intended for high school students will appear in a forthcoming publication of the Department of Education. In the mean time, if the lessons provided for in these pages are mastered, with such additions and modifications as can be provided for with reasonable effort by the competent teacher, a decided improvement in the ability on the part of high school students to find needed information and in the development of an intelligent taste for good general reading will, it is confidently believed, result.

In the various high school classes the teachers should give opportunity, for practical application of the library lessons and require that such application be made by the students. For this reason, teachers should acquaint themselves with the library instruction given, especially with those features thereof directly connected with the subjects which they teach.

## HOW TO HANDLE BOOKS

**Object.** To teach children to handle books in such a way as to prevent soiling and unnecessary wear and tear.

**Grades.** 1-2; later grades if necessary.

**Class.** Reading or general exercises.

**Materials.** A set of new books; books showing unnecessary wear and tear, for example, "dogs' ears."

**How to open a new book.** Practice opening new books as follows: Lay the book on a table or desk; grasp the body (leaves) with one hand and press the cover gently down with the other hand; now press a few leaves down first in the front and then in the back until all are pressed down; do this several times in succession. Hurriedly opening a new book is likely to "break its back."

**How to mark the place.** Ask the pupils how they think the place ought to be marked in order not to injure or soil the book; also have them tell of ways which they have observed that should not be used. The summing up should be: the place may be marked with a thin cord or thin strip of paper or cloth; the place should not be marked by laying the book face downward, by turning down a corner of the leaf, inserting a lead-pencil, ruler, or other similar object.

**Cleanliness.** Have the pupils mention various ways in which books are soiled, as observed by themselves. The summary, worked out by the pupils and teacher should include: the finger tips should not be moistened to turn the pages; the hands should be clean and dry when handling a book; books should not be placed on the ground or floor or on a table with food on it, or on anything that is dusty or which for other reasons is likely to soil them.

**Miscellaneous.** Have the pupils mention such other matters as they have observed with regard to the care of books. Additional points are: books should not be forced into an over-crowded shelf, as this is likely to loosen the sewing and impair the hinges (This practice is the cause of much injury to library books.); books should be placed on the shelves so as to stand vertically (It is usually necessary to provide bookrests for this purpose.); books should be covered when necessary to prevent exposure to rain or snow; books should not be made the receptacle of all sorts of odds and ends, such as pencils, scissors, etc.

## PRINTED PARTS OF A BOOK

**Object.** To teach the printed parts of a book, in order that the pupils may more quickly grasp what a particular book contains, more readily find what is wanted, better judge of the value of a book for a particular purpose, and use it to better advantage.

**Grades.** 6-7.

**Class.** Reading or general exercises.

**Materials.** Have in the pupils' hands copies of their reader, arithmetic, geography, or other book of which there are enough copies to go around. Then take up with them the various printed parts in the order

in which they come in the book at hand. For parts not included other books should be used. A book should be selected which has most of the features to be studied (table of contents, index, etc.).

### **Title Page**

With the title page before them, ask the pupils to tell what information it gives about the book (title, author—or compiler or editor—publisher, place where published and when); in addition, there may be the name of the edition or series and other information. If they do not know what the page is called, tell them.

### **Copyright Date**

Turn to the next page. They see perhaps "Copyright, 1904, by.....Company." Explain what this means. Tell, or have them find out, for how long a book may be copyrighted (28 years) and for how long a copyright may be renewed (28 years). Now ask them to determine when the copyright of the book in their hands will expire, if the copyright is renewed.

### **Preface**

Usually the preface in a school book is intended for the teacher. Hence it may be best that the teacher read such portions of it as the pupils will understand and thus get them to see what the objects of a preface usually are. If necessary, select prefaces in other books to illustrate their use, such as indicating the plan and scope of the book, the use for which it is intended, the circumstances which led to its being written, etc.

### **Table of Contents**

With the table of contents before them, ask the pupils to state its use; then have them find certain parts of the book which are referred to in the table. Have them notice the order of arrangement (whether alphabetical or by pages).

### **Body of Book**

Is the paging of the introductory part and of the appendix, if there is one, continuous with that of the body of the book or independent of it? What is printed at the top of the pages? How are the illustrations distributed?

Have them note into what the body of the book is subdivided (chapters and these again into paragraphs). Discuss the use of such subdivisions. One is to enable the reader to select parts of a book for reading; another to enable him to more readily grasp the author's thought.

## Index

With the index before them, the pupils answer such questions as: What is the use of an index? How are the entries arranged? (alphabetically) Compare with table of contents in this respect. Find a reference in the index to..... Where does the part referred to begin and where end? Can you learn this from the index, or does it give only the page where the reference begins? (Give several such questions.)

Give exercises for developing skill in the use of indexes, especially to the end that when the pupils do not find what they want under one heading they will look under others. Ask them, for instance, if they were looking in a book on hygiene for information on the effects of smoking, what different entries in the index might be tried, such as "Cigarettes," "Cigars," "Tobacco;" if on dyspepsia, then such entries as "Stomach," "Digestion," "Indigestion." The examples used should be taken from books in the school library.

## Appendix

Find a library book with an appendix and ask the children to note where it is located and what it contains; do the same with several other books; then ask them to state what their idea of an appendix is. Ask them now to see if there is an appendix in the large dictionary, and if so where it begins; similarly with other books. It must be borne in mind that an appendix does not always have the word "Appendix" as a heading. The conception the pupils should get is that an appendix is something added to the main part of the book and is made up of such things as tables, glossaries, notes, etc.

## Miscellaneous Parts

**Illustrations.** By means of examples in the library books or textbooks, teach the following: frontispiece (a picture on the page facing the title page); full page illustrations; insert (a leaf inserted for purposes of illustration and usually not paged—the colored plates in the Arbor Day Manual are good examples); half-tones (illustrations from photographs made on copper; illustrations which resemble photographs are usually half-tones.); etchings (the illustrations made by means of metal plates (usually zinc) which have been acted upon by an acid; most illustrations which are not half-tones are zinc etchings).

**Introduction.** Have the pupils look at an "introduction" in a book which also has a preface. Often the introduction is written by some other person than the author.

**Glossary.** If possible, illustrate what this is by means of a book which the child can use.

**Dedication.** Any book containing a dedication (usually on the page facing the copyright page) will answer as an illustration.

**Printing on cover.** Have the pupils look at the backs of library books and tell what items are usually included; same for the sides.

**Notes.** These may be either footnotes or notes in an appendix. Show the pupils examples of both kinds.

### Review Exercise

Have the pupils look at several books and tell about their printed parts under the various heads discussed.

## PHYSICAL MAKE-UP OF A BOOK

**Object.** To give pupils some idea of the structure of a book to the end that they may know better how to handle them properly and in order to increase their respect for books.

**Grades.** 5-6.

**Class.** Reading.

**Materials.** There should be at hand one or more library books in condition to be discarded, or some out-of-date public documents, such as old Blue Books; these are to be taken apart to illustrate some of the points taught.

**Sections and back.** Remove the cover. Show that the book is made up of sections (each usually of sixteen pages); that the sections are sewed together; that then muslin or cloth something like cheese cloth is glued onto the back (the super).

**Hinges.** Use another book if necessary to show how the cover is attached to the body of the book, namely, by gluing to the two sides the projecting edges of the strip of cloth (super) and sometimes, in addition, by gluing to the sides strings or tapes running across the back to which the sections have been sewed. This forms the two hinges where the cover is attached to the book.

**End papers and fly leaves.** The blank leaves at the beginning and end of the book are known as fly leaves.

Show how the parts glued onto the sides are covered with paper which is pasted over the entire inner side of each half of the cover. These are known as end papers.

For a short account of how a book is made, see Township Library List of 1910-11, page 283.

**Cover.** Remove some of the inner and outer lining of the sides of the cover to show that it is made up of stiff board covered on the outside with cloth (or whatever it may be) on the outside and by paper (end paper) on the inside.

The binding takes its name from the kind of material covering this board on the outside. If, however, the cardboard is covered with paper, the binding is said to be in boards.

**Bindings.** An account of different kinds of bindings will be found in the pamphlet entitled "Rebinding of School Library Books" sent by the State Superintendent of Education to all schools. By looking this over carefully, the teacher will be able to give the children some idea of the kinds of bindings represented in the school library. Most of the bindings are full cloth; a number are bound in boards (sides covered with paper); Champlin's cyclopaedias are bound in buckram; Webster's International Dictionary is bound in sheepskin. Books which have been rebound should be examined by the pupils and they should learn what kinds of bindings are represented.

**Bookplate.** The pupils should learn that the label pasted onto the inside of the front cover to show the ownership of the book is called a bookplate.

**Sizes of books.** Select from the library books of various sizes, including the large dictionary, and have the pupils determine from the following table to what class as to size each belongs.

Over 12 inches high.....	folio
10 to 12 inches.....	quarto
8 to 10 inches.....	octavo
7 to 8 inches.....	duodecimo
6 to 7 inches.....	sixteenmo
5 to 6 inches.....	twenty-fourmo
4 to 5 inches.....	thirty-two mo

## STORY OF THE BOOK

**Grade** 7.

**Class.** Reading.

It will be interesting and profitable, if time permits, to give some idea of the more conspicuous steps in the development of the art of book making. Cyclopaedia articles, under the heading "Book," will supply the necessary information. Champlin's "Cyclopaedia of Common Things" provides a readable article on the subject. Either the teacher should give a talk to the class based on such an article or some pupil or pupils may be assigned to read up and make a report on the subject.

## THE DICTIONARY

**Object.** To teach the use of the dictionary for the many purposes which it serves.

**Grades.** The grades are, as a rule, indicated for each topic. In general, the lessons reach from grades 3 to 10 inclusive, mostly from 6 to 8. Before

grade six the dictionary work should be largely with the abridged editions and should aim in part to prepare the pupil to use the unabridged edition.

**Classes.** The classes in which the instruction should be given are indicated for the various topics.

**Material.** Webster's New International Dictionary (G. & C. Merriam Co., Springfield, Mass.) or the New Standard Dictionary (Funk & Wagnalls Co., N. Y.). If an earlier edition of the New International Dictionary, in good condition, is already at hand, it will answer the purpose. For the inductory lessons in the middle grades, there should be one or more copies of such a dictionary as Webster's Secondary School Dictionary (American Book Co., Chicago) or the High School Standard Dictionary (Funk & Wagnalls Co., N. Y.). Discounts from list prices are granted to schools.

### FINDING GIVEN WORDS

**Object.** To give training in quickly finding words in the dictionary and other alphabetically arranged material.

**Grades.** 3-5, or higher grades, if necessary.

**Class.** Spelling or reading.

Have pupils arrange alphabetically lists of words; for instance, those in the spelling lessons. Arrange words alphabetically on the blackboard and give out other words to be interlined. Arrange words alphabetically in columns and cover all but the uppermost or lowermost words. Then have the pupils tell in which column they would look for a certain word.

Other exercises in alphabetical arrangement will suggest themselves to the teacher who takes time to plan such work. Care should be used in grading the difficulty of the exercises given. This preliminary work may be done in the third grade and the work with the dictionary in the fourth and fifth grades.

When the pupils can readily do such work as is suggested above, give them exercises in finding given words in indexes and in the dictionary. The use of the guide words at the tops of the pages and of the thumb index should be taught. Give exercises in quickly finding the pages on which certain words should be looked for. Use emulation as a stimulus to developing rapidity in finding words. Exercises in finding headings in encyclopedias and in the card catalog may next be given.

### Division of Page in the New International Dictionary

**Grade.** 6.

**Class.** Spelling.

In schools using the New International Dictionary, a lesson on the division of the page should be given. An explanation of this division will be found on page VI of the preface to the dictionary. As there stated, the



lower section contains the less common and less-looked-for words, the foreign words and phrases, and abbreviations. Ask the pupils to find the following entries in the dictionary, to report in which section they are printed, what each means, and to state why each of those found in the lower section was placed there. Two of the words in the exercise will be found in both upper and lower sections. Require that the pupils discover which these are and try to tell why they are in both sections. This will bring out that an obsolete or rare use of a word is sometimes given in the lower section, while the present and usual meaning is given in the upper section.

1. atrium; 2. junk dealer; 3. junk; 4. cordite; 5. mountain ash; 6. roundwood; 7. prairie wagon; 8. prairie schooner; 9. Jacob; 10. M. C.; 11. a. m.; 12. Mrs.; 13. mad; 14. orderer; 15. et al.; 16. pro bono publico; 17. organ; 18. cricket; 19. Greenlandsman; 20. Q. E. D.; 21. mens sana in corpore sano.

## SPELLING

**Object.** The principal aim of the dictionary work so far as spelling is concerned is to establish the habit of going to the dictionary whenever one has occasion to write a word and is not certain that he can spell it correctly. This habit implies what may be termed a spelling conscience, without which a person is not likely to become a good practical speller. If pupils in the upper grades have been properly trained in this respect, they will seldom hand in written work containing misspelled words.

**Grades.** The more elementary part may be begun in the fourth grade; the training should continue through the grades, if necessary to attain the object in view.

**Class.** Spelling class mainly, but at times in other classes, as suggested below.

## Suggestive Exercises

**Grades.** 4-8.

Dictate a list of words and require that each pupil with the aid of the dictionary bring the list to class the next day with every word correctly spelled. The pupils should be told to look up only those words with regard to whose spelling they are in doubt. When the list has been O K'd, it may be assigned as an ordinary spelling lesson. Such lists can readily be made up by selecting words here and there in the spelling book, reader, geography, or other school book.

Dictate a short selection of prose or poetry and require that for the next lesson the exercise be handed in with every word correctly spelled, the dictionary having been used in all cases of doubt as to spelling.

Occasionally hand back written work, such as compositions and examination papers, and say there are so and so many misspelled words and that the pupil is to find them and with the aid of the dictionary make the proper corrections.

## Compound Words

### Grade. 5.

It is frequently necessary to refer to the dictionary to learn whether a certain combination of words is written as one word without the hyphen, as one word with the hyphen, or as separate words. In the following list the words are written separately for each combination and the pupils are to find out from the dictionary the correct spelling. Assign the words as one or more written spelling lessons. To awaken interest and explain the exercise, ask the pupils to state how they would write some of the combinations; then verify by reference to the dictionary while in class.

Book keeping; school room; school house; ink bottle; door keeper; house keeper; water fall; black smith; street car; steam ship; steam engine; church steeple; church man; store keeper; lead pencil; pen holder; railroad track; jumping jack; saw horse; type writer; play ground; every one; every body; court house; dog cart; horse power; brick yard; dining room; story teller; back bone; hair brush; hat box; collar button.

## Syllabication

### Grades. 5-6

The pupil learns in the language class that, in writing, he is not to divide a syllable when part of a word comes at the end of a line and the rest at the beginning of the next line. The correct division of words into syllables, therefor, is at times properly a dictionary reference question.

The pupils are to divide into syllables the following words and verify and correct each other's work by reference to the dictionary.

imagine; customary; water; parent; children; minute; liquor; militia; cooly; chariot; rebel; evening; rectangle; menagerie; wringer; guitar; separate; resistance; censor; chooser; righteous; dutiful; assistant; pestilence; trivial.

## Variant Spellings

### Grade. 6.

Have the pupils go to the dictionary and decide to which of the spellings given for the words listed below the dictionary gives the preference. They should be told that when two spellings are given together, the first one has the preference, and that in case each of the words occurs in its alphabetic place, then the preference is given to the one under which the definition is found. Attention should be called to the fact that preference should usually be given to that spelling which more nearly corresponds to the correct pronunciation of the word.

ay, aye; gray, grey; catalogue, catalog; centre, center; bazar, bazaar; dulness, dullness; gypsy, gipsy; haematite, hematite; paralyse, paralyze; plow, plough; traveller, traveler; purr, pur; anaemia, anemia; crawfish, crayfish; naught, nought; manoeuvre, maneuver; practice, practise (verb); gaily, gayly.

### Spelling of Plurals

#### Grade. 6.

Pupils should know that irregular plurals are indicated in the dictionary and that in case the plural is not given, it is formed by adding s.

Look up the plurals of the following words:

quail; radius; proboscis; sanatorium; axis; phenomenon; alumnus; mulatto; money; madam; curriculum; monsieur; father-in-law; chamois; cannon; phalanx; aphid; deer; larva.

### PRONUNCIATION

**Object.** To give the training necessary to learn how to pronounce words by reference to the dictionary.

**Grades.** 4-6; higher grades if the pupils have not the ability to use the dictionary readily for purposes of pronunciation. The first lessons should be on the use of the abridged dictionary for this purpose.

**Class.** Spelling or reading.

**Key words.** Write the key words on the blackboard, or, better still, print them in large type on a sheet of cardboard or stiff paper. Drill on a few each day until all are mastered. First the pupils should pronounce the key word and then give the sound which the marked letter represents. When a number have been learned in this way, the pupils should give the sound only as the teacher points to the word. Persist until the right response comes from the pupils without hesitation. Now write some words on the blackboard marked as in the dictionary; point to certain letters and have the pupils with the help of the key words give the sounds correctly.

**Accentuation.** A person has not the ability to learn the correct pronunciation of words in the dictionary until he can at will accent any indicated syllable. Considerable drill will be necessary in the case of many pupils in order to develop this ability. Place before the class a list of words such as the one given below. First mark a word with the correct accent and have it pronounced; then erase this accent mark and place it successively on each of the other syllables, asking for the indicated pronunciation in each case; end by marking the word correctly and having it thus pronounced. Give special drill to those who experience most difficulty in learning to give the accent as marked. Make new lists of words for succeeding drills. Employ the spirit

of emulation by means of the usual expedients, such as giving each pupil a column of words to pronounce and noting in what time he can complete the pronunciation as per the method above suggested.

expert, exterminate, address, municipal, communication, invalid, tendency, discontent, telegram, utmost, humdrum, instinct, precedent, vocabulary, opponent, tenant, terrific, righteousness, prefix, contrast.

Drill should also be given on words having both a primary and secondary accent. The class should be asked to copy the words and to copy the accentuation from the dictionary, and then with their list before them to be able to pronounce the words as marked. The following list is suggested:

electioneer, abbreviation, corporation, transmarine, circumnavigate, aborigines, representative, resignation, centenarian, autobiography, elocutionist, hydrophobia.

**Practical application.** In assigning lessons, especially in spelling and reading, the pupils should be required to look up the pronunciation of only a few of those which they are unable to pronounce correctly; the rest of such words may be attended to in class, by indicating the pronunciation on the blackboard as it is indicated in the dictionary.

The work in pronunciation above outlined has not been well done if any of the pupils have difficulty in learning by means of the dictionary how to pronounce any word. In such case further drill should be given.

## DEFINITIONS

**Object.** To give the training necessary to learn from the dictionary the meaning of words as used in what one reads or hears spoken and to use the dictionary as an aid to the expression of thought.

**Grades.** 4-8. In each grade such instruction should be given as the pupils are prepared to receive.

**Classes.** Reading, spelling, language, and grammar.

The work may begin in the middle form, say the fourth grade. An elementary dictionary should be used for the purpose. A reading lesson or some other lesson may be selected which contains some words of which the children do not know the meaning. A selection is read for the first time in class and the teacher asks for the meaning of a certain word. The pupils are asked to look it up then and there and to reread the sentence without using that particular word, but instead a modified definition of it. Exercises of this kind should be continued until pupils can with facility look up similar words, assigned beforehand, in reading and other lessons. Words for which only one or two definitions are given should preferably be chosen for this purpose.

Class exercises should be followed by carefully selected seat work with the reading or other lessons. The spirit of emulation may be awakened by seeing how quickly the definitions applicable can be found, the number, as given in the dictionary, of each definition selected being written down and the list handed to the teacher as soon as it is completed.

Only those words should be chosen for this exercise whose meaning the children cannot determine from the context.

### **Verbs Used Both Transitively and Intransitively**

**Grades.** 7-8.

**Class.** Grammar.

Even before learning the distinction between transitive and intransitive verbs, pupils should be trained to look at the definitions under both for any particular verb in order to find the right definition.

When the distinction between the transitive and intransitive use of a verb has been learned in the grammar class, training should be given in that class in deciding whether a verb as used is transitive or intransitive, before referring to the dictionary for the definition.

Also in connection with the grammar lessons on verbs, a list of verbs may be presented and, after discussing in regard to each whether it is transitive or intransitive or both, questions arising should be answered by reference to the dictionary. For such an exercise the following list of verbs may be used:

distrust; sustain; excite; dwell; run; lie; legalize; fray; insist; intercede; supersede; control; delve; dive; befall.

### **Words Used as Different Parts of Speech**

**Grades.** 7-8.

**Class.** Grammar.

Before pupils know enough grammar to make use of the indicated parts of speech in the dictionary, they should be trained to look at the definitions given under the different parts of speech until they find the applicable definition.

When the parts of speech have been studied, training should be given in using the dictionary to determine to what parts of speech certain words belong as determined by their use. Discussion should precede reference to the dictionary and then at the next recitation comparisons should be made between the conclusions reached in class and the information gleaned from the dictionary in the meantime. Such a list as the following is suggested:

rebel; canvass; fine; iron; rival; sober; ahoy; contract; French; executive; separate; combine; shell; resolve.

For some time after this exercise the pupils should be required to tell, with the help of the dictionary, to what parts of speech words looked up belong as determined by their use in the given cases. The pupil will report for instance that in the sentence, "The brave men who struggled here have **consecrated** it far beyond our poor power to add or **detract**," "consecrated" has the meaning expressed by the first definition under "consecrate, v. t." and "detract" the meaning in the definition of "detract, v. i." (Reference is to Webster's New International Dictionary.)

### Synonyms

**Grades.** 7-8.

**Class.** Grammar.

When synonyms are being studied in the language class, the occasion should be utilized to teach the use of the dictionary in learning the distinctions between words among which choice is to be made in writing and speaking.

From the following list selection may be made of those which the pupils are to look up and give the differences in meaning and illustrative sentences.

brute, beast; awkward, clumsy; character, reputation; civil, polite; aged, old; exist, live; fair, candid; farmer, agriculturist; hate, detest; neighborhood, vicinity; pity, sympathy, compassion.

Find in the dictionary synonyms of the following words; distinguish between them, and illustrate with sentences:

advantage; body; brave; color; deny; desperate; countenance; disappear; empty; noble; grand; discover; announce.

### Specialized Meanings

**Grades.** 7-8.

**Class.** Spelling or reading.

Many words of more or less general use have been appropriated by certain sciences, arts, industries, or other subjects and activities, and in these have specialized meanings. For example, the word *plow*, in the art of bookbinding, means an instrument for trimming the edges of books. The specialized meaning, as given in the dictionary, is preceded by the name of the subject or activity in question, usually in *italics*. The following exercise in the use of the dictionary is suggested to teach this point.

1. What does the noun *floor* mean in shipbuilding? 2. The noun *table* in glass-making? 3. The noun *bear* in finance (or the stock exchange)? 4. The verb *run* in golf? 5. The noun *chair* in railroading? 6. The noun *dog* in astronomy? 7. Give one specialized meaning of the adjective *open*. 8. *Mouse*. 9. Give three specialized meanings of the noun *key*. 10. What does the verb *creep* mean in machinery? 11. The noun *brilliant* in printing?

### Phrases

**Grades.** 7-8.

**Class.** Reading.

Such phrases as, to kick over the traces, to talk against time, etc., are defined, especially in the later unabridged dictionaries; they will be found under the first significant word, as a rule. Ask the pupils to find the definitions of each of the following phrases:

1. to go a-begging; 2 to strike a lead; 3. to strike up; 4. to jump one's bail; 5, to whistle off; 6. above water; 7. to catch one's eye; 8. to eat one's words; 9. to work one's passage; 10. to set at naught.

Another kind of phrases consists of those which resemble compound words; these are to be looked for usually in a tabulation under the first word of the phrase, but some of them are given place in the vocabulary as if they were single words. One dictionary may give as a phrase (separate words) what another gives as a compound word. The following list is suggested for an exercise in finding definitions of phrases of this kind.

1. Free trade; 2. free gymnastics; 3. direct tax; 4. bell cage; 5. King Cotton; 6. mason wasp; 7. naked eye; 8. plate glass; 9. round robin; 10. storm center.

### Restricted and Questionable Usage

**Grades.** 7-8.

**Class.** Grammar, reading, or spelling.

Many words and definitions are characterized in the dictionary as colloquial, dialect, slang, vulgar, low, rare, archaic, obsolete, provincial, or in some other way to indicate that their use is restricted or questionable. The pupils should learn what these terms mean and by what abbreviations they are indicated in the dictionary.

In this connection there is a good opportunity to give some insight into the fact that new words and expressions and new meanings of old words, are constantly being added to the language, while on the other hand, some are going into disuse; that is, our language is a living, growing agent of thought. A slang expression may finally be ranked with those words which can be used without reservation. Pupils should be taught to be guarded in their use of slang, especially of that which is very recent, and that coarse and vulgar expressions should never be used.

The following sentences, will supply examples necessary for teaching the main kinds of such characterizations and for dictionary work by the pupils in connection therewith. In the case of phrases and sentences, the word whose illustrated use is in question is printed in black face type. The

pupils should know before the exercise is assigned that when a certain word or definition is given in the dictionary without characterization, its use has no such restrictions as those here considered; also that the omission of a word or definition from a standard and up-to-date unabridged dictionary means, as a rule, that it has not yet won a place for itself in the language.

1, James is only a **kid**. 2, That's all **bosh**. 3, John **cut** the recitation. 4, He **legged** it to town. 5, He **hoofed** it to the lake. 6, She talks a queer **lingo**. 7, The horse kicked the **bucket**. 8, My cousin is a lazy **dog**. 9, You **shut up**. 10, Henry was the **black sheep** of the family. 11, The Boy Scouts went on a **hike**. 12, The general was **booked** to speak at the meeting. 13, We **beat it** as fast as we could go. 14, I got a **tip** that the white horse would win the race. 15, The tramp **swiped** the lady's watch. 16, Mr. Smith is one of our leading baseball **fans**. 17, They **boosted** him for the office. 18, Mr. K. is **plugging** for the other candidate. 19, There came **eftsoons** a clap of thunder. 20, A train-band captain **eke** was he, of famous London town.

To the above may be added colloquialisms especially prevalent in the community.

## Quotations

**Grades.** 8-9.

**Class.** Reading, or spelling.

Many quotations from authors and specialists in various fields are given in the dictionary to illustrate definitions. Pupils should be trained to look for these when using the dictionary for definition purposes. Select ten or more of the following words and ask the pupils to find in the dictionary an illustrative quotation for each. Where several are given, they should select the one which most interests them, not in any case choosing one which they do not understand. For each word they should give the definition selected, the illustrative quotation, and the source of the quotation. For example, "wild," used as an adjective, may mean growing without the aid of care of man; as in the quotation from Milton:

or

"The woods and desert caves,

With **wild** thyme and the gadding vine o'ergrown."

1. Affection; 2. attack (v. t.); 3. swift (a.); 4. beckon; 5. smooth (a.); 6. cry (v.); 7. desire (v.); 8. twinkling (n.); 9. earth; 10. escape (v. i.); 11. flatter; 12. vengeance; 13. ghost; 14. hunt (v. t.); 15. interest (n.); 16. murmur (v. i.); 17. whip (v. t.); 18. open (a.); 19. peril (n.); 20. rather.

## ABBREVIATIONS USED IN DICTIONARY

**Grade.** 5.

**Class.** Spelling.

Find the table of abbreviations used in the dictionary itself and learn the interpretation of each of the following:



a.; adj.; adv.; conj.; e. g.; i. e.; interj.; n.; pl.; prep.; pron.; v.; v. i.; v. t.

Tell what all the abbreviations mean which are used in connection with:

Bible; offend; off; queer; hoodoo; gladly; moreover; alas; they.

### ABBREVIATIONS AND CONTRACTIONS

**Object.** To teach the use of the dictionary in interpreting abbreviations and in learning how to write them correctly when in doubt.

**Grades.** 5-6.

**Class.** Spelling (or language class when studying abbreviations).

Place a list of abbreviations on the board. Ask the pupils to tell what each means. The dictionary should be at hand for reference when any pupil is unable to give the right interpretation. In the case of the International and earlier editions of the Webster dictionary, the table of "Abbreviations and Contractions in Writing and Printing" will have to be used for reference. In the New International and the New Standard the abbreviations will be found in the body of the book.

Have the pupils note that the dictionary indicates whether or not the abbreviations should be capitalized.

After the introductory class exercise, give a list of abbreviations whose definitions are to be learned by means of the dictionary. Follow this with dictation exercises necessitating the use of abbreviations; the pupils should be privileged to consult the dictionary freely.

Following is a list of abbreviations suggested for use in this lesson:

et al., ibid., Jr., l. c., pp., vi., ult., u. c., e. g., Cr., C. O. D., b., Ala., acc., Me., O. K.

### COLORED PLATES

**Grades.** 5-6.

**Class.** Geography.

Ask the pupils to make a list of the topics treated on these plates. Then exercises should be given in answering questions such as the following:

1. Describe the union flag of Great Britain?
2. Describe the flag of Japan; of Germany (merchant flag); of France; of other countries in which the children are interested.
3. What flag means rain or snow? Clear or fair?
4. What are the main features of the great seal of the U. S.? of Wisconsin? of any other state in which you are interested?
5. The teacher should explain what use is made of seals.

**Note.** In the New Standard Dictionary the colored plates are inserted in the body of the book in connection with the words "flag," "seal," etc.

### GAZETTEER

**Object.** To train the pupils to make as frequent use of the dictionary for place references as occasion may require.

**Grades.** 5-7.

**Class.** Geography.

Ask the children to find in the dictionary the "Pronouncing gazetteer or geographical dictionary of the world," making use of the table of contents or thumb index for this purpose. Ask them to glance through it and tell what, in general, it seems to contain. Also have them tell where the abbreviations and signs used may be found. In the New Standard the place names are given in the body of the book.

Place the following or a similar list on the board and ask the class to find the words in the gazetteer, learn how to spell and pronounce them, to read the descriptive part given after each, including the abbreviations; and to recite on such of the words as the teacher may underline.

Verde; Yucatan; Nepal; Nevada; Santo Domingo; Cut of Canso; Liege; Winnipeg; Guam; McKinley; Rainier; Pamir; Riviera; Chamouni; Tehuantepec; Chihuahua; Meuse; Skager-rak; Belle Isle; Golden Horn.

Find what is given after the name of your county; your county seat.

After the above has been done the class should be asked to state what kind of geographic features are included in the gazetteer and what kind of information is given (such as spelling, pronunciation, location, size, length in the case of rivers, height in the case of mountains, etc.).

**Practical application.** From newspapers and magazines and other material read during the next few weeks make out a list of ten names you have had occasion to look up in the gazetteer.

### CONTENTS OF UNABRIDGED DICTIONARY

**Object.** To give a general idea of the contents and their arrangement in the unabridged dictionary to be studied.

**Grade.** 6.

**Class.** Spelling or reading.

**Title page.** Copy the title page and then have an exercise in which its meaning is brought out.

**Copyright.** Have the pupils look at the copyright dates, calling attention to the earliest and latest dates. In this connection, give some instruction regarding copyrights.

**Table of contents.** If there is a table of contents, the pupils should be asked to look it over and make a list of the topics which seem to them to be of most importance. All the topics in the appendix should be listed.

**ARBITRARY SIGNS USED IN WRITING AND PRINTING**

**Object.** To teach the pupils where they can find such signs interpreted.

**Grade.** 6.

**Class.** Spelling.

Place on the blackboard the following signs: c/o; a/c; @; / (as in 2/3) (English money); ¢; ¢; ¤; ¤.

The pupils are to name and tell the use of as many of these as they can. Then direct them to the table of contents of the appendix to find the table of "Arbitrary Signs Used in Writing and Printing" and learn the meaning of the rest of the signs above given. Call their attention to those classes of signs in which they are most likely to be interested. In the New Standard, the signs are explained under various entries in the body of the book; signs used by proof readers will be found under "proof," for example.

**PICTORIAL ILLUSTRATIONS**

**Grades.** 6-7.

**Class.** Spelling.

Pupils should get into the habit of carefully studying the pictorial illustrations in the dictionary which occur in connection with any definition which they are looking up. Ask them to study the definition and corresponding illustration of the following words and be prepared to give the main features or kinds of each object defined.

lister; arcade; castle; plane; schooner; devilfish (how large is it?); sperm whale and finback whale (contrast the two); elephant (contrast the Asiatic with the African elephant); eccentric (noun).

If there is a classified list of pictorial illustrations in the back of the dictionary, ask the class to note the arrangement (probably alphabetically by subjects); there may also be an index immediately preceding the illustrations. By means of these classified illustrations, name and define:

four terms used in carpentry which are new to you; two nautical terms; three tools; three animals; one term used in heraldry.

**PROPER NAMES**

**Object.** To direct attention to the dictionary as a source for learning the correct pronunciation of Scripture and other proper names.

**Grades.** 6-7.

**Class.** Spelling or reading.

**Scripture proper names.** Make out a list of Bible names and ask the pupils to come to class prepared to pronounce them correctly. If necessary, call their attention to the Pronouncing Vocabulary of Scripture Proper Names in

the appendix. In the New International and the New Standard these names are given in the body of the book. Following is a suggestive list:

Abigail; Amalekite; Beersheba; Canaan; Ecclesiastes; Habakkuk; Genesareth; Isaiah; Magdalene; Melchisedec; Nebuchadnezzar; Pharaoh; Pontius Pilate; Abednego; Tabitha; Tiglath-pileser; Gadarenes; Esdraelon; Baal; Caesarea.

**Other proper names.** In the New International, the pronunciation of names of noted persons is indicated in the biographical dictionary and that of geographical terms in the gazetteer, both in the appendix. In the New Standard, these names will be found in the body of the book. Assign the following for reference as to pronunciation.

Confucius; Buddha; Skagerrack; Ypres; Przemyśl; Charlemagne; Calais; Ponce de Leon; Memphremagog; Trieste.

### GIVEN NAMES OF PERSONS

**Object.** To teach the use of the dictionary in learning the original meaning of personal names in which one may be interested.

**Grades.** 6-7.

**Class.** Spelling.

By questioning get the pupils interested in knowing what their given names mean, from what language they come, and what the usual nicknames are. They should then be asked to find the desired information in the dictionary, if the names are English names, or their equivalents in English are known.

In the New International and New Standard, the pupils will discover that the names are given in the body of the book. In earlier editions of the former, they will be found in the appendix.

For an additional exercise, names may be chosen from the following list:

Dorothy; Benjamin; Gertrude; Andrew; Ophelia; Robert; Esther; Cornelius; Phebe; Philip; Roger; Judith; Ruth; Alvin; Ulysses; Clara; Albert; Frances; Henrietta; Winifred.

### BIOGRAPHICAL DICTIONARY

**Object.** To train pupils to make use of the biographical information in the dictionary whenever their reading may make it necessary.

**Grades.** 6-7.

**Class.** Reading.

Ask the class to name some noted person whom they have seen mentioned in newspapers or books and about whom they should like to know definitely as to year and place of birth, etc. The names as given are written on the blackboard and

if necessary the list should be supplemented by others added by the teacher so as to have a list of at least ten representative names. Suppose the following is the list resulting:

Edison; Louisa May Alcott; LaFollette; Sarah Bernhardt; Andrew Carnegie; William J. Bryan; John Wilkes Booth; Admiral Dewey; Woodrow Wilson; Paul Du Chaillu.

### NOTED NAMES IN FICTION

**Object.** To help the pupils to understand allusions to characters often mentioned in literature.

**Grades.** 6-7.

**Class.** Reading.

First it will be necessary to teach (or review) what is meant by: fiction; fictitious persons and places; pseudonyms. Examples of these should be given until the teacher is certain that the class understands the terms.

Members of the class should be asked to name works of fiction which they have read in whole or in part. Suppose that among these are: Robinson Crusoe; Gulliver's Travels; Uncle Tom's Cabin; Pilgrim's Progress; Little Women. By questioning, a list of names of fictitious persons and places can be made out and written on the board, such as: Uncle Tom, Little Eva, Legree, Lilliput, Friday, Celestial City, Le Claire, Diffidence, Jo, Giant Despair.

The class is asked to look for these in the dictionary. In the New International and New Standard they will be found in the body of the book; in earlier editions of the former, in the appendix under the heading Noted Names in Fiction.

Why some of these names are included and not the others may be discussed. This will bring out that only **noted** names are included, names that are frequently mentioned in literature.

A list of fictitious names (nicknames) of persons, places, and events may now be written on the board and those which the pupils do not know they should look up. The following list is given as an illustration:

Gotham; Chinese Gordon; Dixie; Learned Blacksmith; South Sea Bubble; Reign of Terror.

By this time the children will have an idea of the kind of names included, namely, noted names in fiction and nicknames of noted persons, places, and events.

Further exercises may consist of a miscellaneous list of words in which the pupils are asked to pick out the names belonging to this group. As an example, the following list is given:

Flying Dutchman; King Arthur; Abraham Lincoln; Whisky Insur-

rection; City of the Straits; Vermilion Sea; Revolutionary War; Apostle of the Indians; Bluebeard; Father of Waters; Stonewall Jackson; London; Little Neil; General Grant; Ohio; Mab; Lexington; Round Table; Little Rhody; Black Jack; Kilkenny Cats.

During the next month or so the pupils should be asked to prepare a list of five to ten "noted names" which they have had occasion, in connection with their reading, to look up in the dictionary.

### PRINCIPAL PARTS OF VERBS

**Object.** To train the pupils to use the dictionary to learn what the principal parts of any particular verb are and how to spell the principal parts.

**Grades.** 6-8.

**Class.** Grammar.

Have the pupils use the dictionary in writing the principal parts of the following verbs. They should learn in this connection the meanings of the abbreviations used in the dictionary to designate these parts.

transfer; bless; smite; seethe; gird; leap; travel; forecast; partake; admit; profit; relay; withdraw; forbear; redress; withstood; combat; gainsay; awake; must (included as an example of a defective verb).

**Definitions.** It will often happen that the past tense, or perfect participle, or present participle is the form of the verb encountered in reading and which the pupil desires to look up in the dictionary. Then he will be puzzled as to where to find it unless some training to this end has been given him. An actual instance in point may here be related. A class was looking up words from a list, and among the words was "moping." One pupil defined it as "to scrub." He had found "mop," but not "moping." He had not been taught that such forms of the verb are given at the right of the principal form, or infinitive. Ask the pupils to look up such words as the following and to give the name form and one dictionary definition of each.

dissembling; interviewed; forsook; distilling; conferred; assailing; waging; whisking; besought; riven; forswore; raged; doted; throve; defied; bereft; impeding; overcome; transcribing; lopped.

### DECLENSIONS

**Object.** To teach how information as to declensions may be gleaned from the dictionary.

**Grades.** 7-8.

**Class.** Grammar class (when declensions are being studied).

Ask the class to name as many forms of the pronoun I as they can think of. Write them on the board. Then have

a pupil find the word I (pronoun) in the dictionary and report all the forms there enumerated. Compare with the list on the board. Study in a similar way the pronoun thou. Then assign for all to look up: he, she, who. An example of the use of each form should be given.

Ask the class to find out in the dictionary the distinction between thy and thine.

### COMPARISON

**Object.** To acquaint the pupils with the dictionary as a source of information relative to the comparative and superlative forms of adjectives and adverbs.

**Grades.** 7-8.

**Class.** Grammar class (when adjectives and adverbs are being studied).

When the grammar class has a fair elementary knowledge of comparison, put some such list as the following on the board; ask for the comparison of the first two or three and in each case have the pupil verify the answer by reference to the dictionary. The forms are to be written on the board. Then assign the rest of the list to be looked up in the dictionary, the correct forms to be written on the board at the next recitation.

bad; little; good; fat; blue; free; worthy; ill; sick; well (adjective); well (adverb); red; old; soon.

The class should be asked to find the biographical dictionary by means of the table of contents or thumb index and to copy and be ready to read in class at the next recitation what is given after each name. The information necessary in order to understand italics, etc., should be sought for in the introduction. In the New Standard, however, the names of noted persons are given in the body of the book.

What has been learned should now be stated by the class; that is, that the dictionary gives the correct spelling and pronunciation, and that it tells what each character included was or is, when and where he lived.

During the next few weeks the class should be expected to prepare a list of about ten names which they have had occasion to look up in connection with their reading.

### FOREIGN QUOTATIONS, WORDS, AND PHRASES

**Object.** To teach the pupils how to find the definitions of foreign terms met with in their reading and to get them into the habit of thus learning the meaning of unfamiliar foreign terms.

**Grades.** 7-8.

**Class.** Reading or spelling.

Write a number of sentences on the blackboard containing commonly used foreign words or phrases. If these sentences are taken from books in the library, so much the better. Members of the class may be asked to find these foreign words or phrases in the dictionary. If they do not find them in the body of the dictionary, their attention should be directed to the proper place in the appendix. In the New International, foreign terms and phrases are included in the body of the book. In the New Standard, those of frequent occurrence in English literature and law are given in the body of the book, the rest in the appendix.

The next lesson may consist in finding the meaning of ten or more selected from the following list; the language from which each comes should be noted.

*Sic temper tyrannis; cui bono?; ante bellum; coup d'etat; ecce homo!; mal de mer; pro bono publico; sub rosa; entre nous; in loco parentis; L'étoile du Nord; O tempora! O mores!; mens sana in corpore sano; chef-d'oeuvre; comme il faut; in hoc signo vinces; poeta nascitur, non fit; hic jacet; vox populi, vox Dei; gloria Patri; labor omnia vincit; veni, vidi, vici.*

Several weeks later the pupils should report what foreign words and phrases they have encountered in their reading, especially those whose meaning they have looked up in the dictionary.

### ANALYSIS OF WORDS

**Object.** To teach the use of the dictionary in learning the derivation of words, in order that this help to their understanding and use may be made available.

**Grades.** 8-10.

**Class.** Spelling.

#### Prefixes

Write on the board several familiar words having the same prefix. Have the pupils judge what the prefix probably means. When they have done so, ask one of them to go to the dictionary and find out from the definition of the prefix there given whether or not the correct definition had been decided upon. In the same way, deal with several other prefixes. The following groups of words are suggested:

misfit, miscalculate, misbehave, miscount, mislead, mistreat, mistrust, mistake; renew, reinstate, retract, reunite, review, revive, revise; unbelief, unreliable, unintentional, untried; bisect, biped, bimonthly, biplane

Find one definition in the dictionary of each of the following prefixes and give and define an example of a word in which each occurs. Select a definition of both prefix and word whose meaning is clear to you, in case several definitions are given.



anti-; ante-; circum-; sub-; inter-; intra-; pre-; contra-; in-; com-; non-; hydro-; pre-.

### Suffixes

Proceed in a similar way with suffixes. For the preliminary step, the following groups of words are suggested:

booklet, streamlet, rivulet, kinglet, leaflet; elevator, surveyor, survivor, actor, assessor; strengthen, quicken, enliven, blacken; quickly, slowly, completely, naturally.

Look up in the dictionary one definition of each of the following suffixes and give and define one illustrative word for each.

-ee; -by; -er; -ite; -ous; -ive; -ion; -ism; -graph; -ness.

### Derivatives

Write the following words on the board:

legal, illegal, legislate, legitimate.

Have the pupils tell what each means. Help them if necessary. Ask them what identical part occurs in each. (leg-) Have them judge from the definitions what this common part (radical) probably means. Then copy on the board the essential part of what is given in the dictionary (in brackets) relating to the derivation of this word. We find in this case in the dictionary [L. *legalis*, fr. *lex*, *legis*, law .....] Have one of the pupils, if necessary, look up in the table of abbreviations used in the dictionary what the abbreviations L. and fr. represent. They will then understand that the interpretation of the bracketed words is: The word legal comes from the Latin word "*legalis*" which comes from the Latin word "*lex*", meaning law; "*legis*", in which the radical "*leg-*" appears, is a form of "*lex*," in some such sense as "*wolves*" is a form of "*wolf*"; *legis* means of law.

Have the class name and define such other words built on this radical as they can think of.

In the same way deal with the words:

centennial, centipede, centenary, percentage; autograph, geography biography telegraph, phonograph; navy, navigator, circumnavigate.

In the case of words derived from the Greek, if the dictionary at hand gives the Greek letters it will be advisable only to give the meanings of the root words without any attempt at pronouncing them. For example, in the case of the word autograph, have the pupils simply say, in substance: "In the word 'autograph,' **-graph** comes from a Greek word meaning **to write** and **auto-** comes from a Greek word meaning **self**."

Train the pupils to look for the derivation given in con-

nection with that definition of the root form which means most to them. For instance, in the New International there is much given in regard to the derivation of the word "finish" which the pupil may well ignore, if he pays attention to the part: "fr. L. **finire** to end." Also, when looking up the definition of a derivative, as for example **patriotism**, they should look under a simpler form, as **patriot**.

Ask the pupils to look up outside of class the derivation of at least some of the following groups of words and to be prepared to give a definition of each which will clearly refer to the derivation. For example: "**Percentage** comes from the Latin word **centum**, meaning **hundred**, by dropping **-um** and adding the prefix **per-**, meaning **by**, and the suffix **-age**. Percentage is a method of computing by means of hundredths." The significance of prefixes and suffixes which the pupils cannot readily grasp should be ignored.

credible, credit, credulous, discredit; pedal, biped, quadruped, peddler; dent, dentist; primer, primary; annual, biennial, annuity; police, politics, metropolis; Philadelphia, philanthropist, philosopher; telescope, telegram; democracy, demagog.

Assign some words from the following list. The interesting features of derivatives should be brought out. For example, the fact that "sneak" comes from a word meaning **to creep** can easily be made to interest the class. Have the class arrange the words in groups according to the languages which they come from.

**mob** (noun), climax, barbarous, prevent, crowd, finish, calico, bankrupt, December, adjourn, manufacture, brogue, library, glen, miser, hippopotamus, patriotism, postscript, prospect, holy, sneak, gospel, husband, thermometer, sympathy, wigwam, fraction, subtract, by-law.

### Elements of the English Language

Some account of the various elements which make up the English language should be given by the teacher. The class should know: (1) that over half of the words used in daily conversation and in much of the literature of the language are from the Anglo-Saxon, the language spoken in England before and for some time after the Norman conquest (year 1066); (2) that the Norman conquest brought in many French words, practically all of which are of Latin origin, for the reason that ancient France was conquered and ruled by the Romans; (3) that, although a larger proportion of English words ordinarily used are from the Anglo-Saxon than from any other language, yet a majority of the words in the English vocabulary, as given in a complete dictionary, are from the Latin language, the language spoken by the Romans, who ruled the world for several centuries; (4) that,

next to the Anglo-Saxon, French-Latin, and Latin elements, comes the Greek element, words from the language spoken by the inhabitants of ancient Greece; (5) that only about five per cent of the English words come from all other sources.

Illustrations of these various elements, included in the foregoing exercises, should be referred to in this account.

The teacher will be helped in preparing to give the lesson on these elements by looking over the article entitled "A Brief History of the English Language" in the International or New International Dictionary, paying special attention to the paragraph "Proportion of the Elements." Swinton's "New Word-Analysis" will prove of practical value in all of this work on derivation of words.

### **Practical Application**

When the above work has been done, ask the members of the class to look up, within the next two weeks, and report upon the derivation of ten words which occur in what they read during that time.

From now on the pupils should occasionally be asked to look up the derivation of certain words met with in their reading and spelling lessons. This should be done in such a way as to keep up the interest in the subject and make it likely that, as occasion and opportunity offer, after they have left school, they will increase their knowledge of English by such use of the dictionary.

## THE CARD CATALOG

**Object.** To teach the use of the card catalog in order to make available the material of the school library to such an extent as may be necessary and to give training which will enable the pupils to make use of the card catalog of a public library.

**Grades.** 6-7.

**Class.** Reading.

**Materials.** A school library classified and cataloged according to the instructions given in the List of Books for Township Libraries of 1910-1911. The resources of a public library should be utilized if one is accessible.

Before attempting to give the lessons on the card catalog, the teacher should make sure that he is familiar with the instructions in cataloging given in the Township Library List of 1910-11. Also, he should carefully look through the following lessons and see to it that the card catalog and the books are in the right condition before beginning to give the lessons.

Each lesson should be carefully planned and the material provided before it is presented to the class.

Above all, practical application of what is learned should be made in the class work, wherever opportunity occurs. The use of the card catalog, or, for that matter, any of the instruction and training outlined herein should become a habit, otherwise it is of but little value.

## ARRANGEMENT OF BOOKS ON THE SHELVES

The library books should first be arranged on the shelves by class numbers, these being on labels on the backs of the books or (preferably) printed with India ink or white ink (depending on the color of the cover) directly on the backs.

The pupils are to arrange the following numbers numerically from left to right.

+917	+910	+320	+600	+914	+800	+500	+917.3	+590
+398	+920	+170	+630	+598	+917.1	+973	+640	+580
+811.8	+290	+790	+614	+917.2	+973.2			

The teacher here explains class numbers. See page 128 for table of classification.

If necessary, give further exercises in such arrangement of class numbers.

Arrange on a table, a shelf, or some other convenient place, according to class numbers, the books handed you by the teacher.

Replace on the shelves in their proper places the books placed on the teacher's desk for this purpose.

Pupils should do this accurately before passing on. Crowding books on the shelves, "jamming them in," greatly shortens their lives, and here is a good place to teach children to avoid this practice.

Look at this catalog card, note the class number; then find the book on the shelves. Note that books of any one class are arranged alphabetically by author and title. Tell the class that in many libraries the initial of the author's surname together with certain accompanying letters and figures are written below the class number so as to facilitate placing and locating books on the shelves. The class number and these so-called "author numbers" together make the "call number."

Considerable practice of this kind should be given. Stir up emulation by seeing who can find the books most quickly.

That fiction is not given a class number, should be taught and exercises locating works of fiction for which the card is shown should be given.

A good concluding exercise would be to take a large share of the books off the shelves and require the pupils singly or in groups to replace them where they belong.

### ARRANGEMENTS OF THE CARDS

In order that the following exercises may be done with facility it will be necessary to teach first the alphabetical arrangement of the cards.

First see if the pupils can discover for themselves how the cards are arranged.

The pupils are told that the words on the top line constitute the so called heading and that the cards are arranged alphabetically by these headings.

Exercise should then be given in finding headings written on the board by the teacher.

The next step will be to teach how cards having the same heading are arranged, that then these cards are arranged with reference to one another alphabetically by the item below the heading, usually beginning on the second line. Exercises suitable for training in finding and replacing such cards should be given.

The use of the guide cards should now be taught; practical exercises should be given, such as telling between what guide cards a certain heading or entry would be looked for.

The words "The" and "A" coming at the beginning of a title are not to be considered in alphabetering.

### USE OF THE CARD CATALOG

#### Subject Card

(see p. 272, 1910-'11 Township Library List)

Copy a subject card on the blackboard, or better still, have an accurate copy of such a card in the hands of each pupil. With the card catalog before her, the teacher says,

"I want to find something in our library on the subject of food. I look for the word "Food" on the top line of the cards, and here is what I find.

Suppose the card is as follows:

+600		Food
	Cham	berlain, J. F.
		How we are fed.

The children's attention is called to the horizontal and vertical lines on the card. Then the essential information may be gone over in about the following order, the teacher helping only when necessary.

Teacher. What do we find at the left on the top line?

Pupils. +600.

Teacher. What does that tell us?

Pupils. Where to find it in the library.

Teacher. What else do we find on the top line?

Pupils. "Food."

Teacher. Where does the word begin?

Pupils. At the second vertical line.

Teacher. We call a heading such as this a subject heading, because it is the name of the subject of which the book treats.

What do we find on the second line?

Pupils. "Chamberlain, J. F."

Teacher. Where does the name begin?

Pupils. At the first vertical line.

Teacher. What does it tell?

Pupils. That the author of the book is J. F. Chamberlain.

Teacher. What do we find on the next line?

Pupils. "How we are fed."

Teacher. Where does this begin?

Pupils. At the second vertical line.

Teacher. What does it tell?

Pupils. That the title of the book is "How we are fed."

Teacher. What does the whole card tell us?

Pupils. That among the 600's in the library, there is a book on food by J. F. Chamberlain, and that the title of the book is "How we are fed."

The teacher sends one of the pupils to the library to fetch the book. She glances through it and tells enough of its contents to have the pupils realize that it treats of foods; or, she has one of the pupils do so.

Copies of other subject cards should now be shown and the pupils should be required to state what each card as a

whole tells and to fetch the book from the library to verify their conclusions. This should be done with enough cards to make sure that the pupils fully and readily grasp what such cards tell. The children should be told that these cards are called subject cards. A subject card or subject-analytic card should be included which has for the subject a person, so that personal names used as subjects will be distinguished from such names used as authors. For instance:

+800	Howe	lls, Willian Dean
		Boy Life. 1909.

+920		Howells, William Dean
	Ware, E. R.	Talks about authors and their work, p. 141-7.

Author cards are filed in the catalog before subject cards beginning with the same heading, so that the subject card for Howells would be placed after all cards giving his name as author.

### Subject-Analytic Card

(See p. 272, 1910-'11 Township Library List)

With the card catalog before her, the teacher tells the pupils that she wants to find something in the library on the subject of, say, San Francisco. She then picks out a card referring to certain pages in a certain book (subject-analytic card). A copy of the card is on the blackboard or a copy is placed in the hands of each pupil.

Suppose the card is the following:

+917.3		San Francisco
	Koch, F. J.	A little journey to our western wonderland, p. 187-
	222.	

Ask the children if any of them can tell how this card differs from the cards which they have been studying. By means of questioning and perhaps some explanation, substantially the following statement can be secured: Among the 917.3's there is some material on San Francisco, in a book by F. J. Koch, entitled "A little journey to our western wonderland," on pages 187 to 222.

The book should then be found in the library by one of the pupils and he should turn to the part on San Francisco.

Proceed similarly with other such cards.

The following are a few questions which may be given to distinguish between subject and subject-analytic cards:

Find a book on Flowers.

Find a short article about Flowers in some book.

Find some story about Flowers.

What story tells of the life of Abraham Lincoln?

Where can you find a short account of the life of Lincoln?

### Subject Headings

Subject cards and subject-analytic cards are by far the most important cards in the catalog so far as reference work is concerned. Special attention should therefore be paid to subject headings. The pupils should be trained to be to some extent resourceful in the use of subject headings.

If, for example, a pupil wants to read what is in the library on wolves, he should first find what is entered in the card catalog under the heading "Wolves." But he should also see if he cannot find something about wolves in books entered in the card catalog under the headings "Animals" and "Animals-Stories." Similarly with the following:

Gold or Zinc, see also Metals.

Shoes, see also Clothing.

Grain, see also Wheat, Corn, Oats, Barley, etc.

Linen, see also Flax.

Such work should, so far as feasible, be connected with the class work in other branches then being carried on or but recently completed.

### Author Card

(See Township Library List of 1910-'11, p. 270-1)

Suppose we remember the name of the author of a book, but not the title, and we want to know if the book is in the library and if so, where; or, again, suppose we want to look at all the books in the library written by a certain author. This makes necessary cards which have as a heading, not the subject, nor the title, but the name of the author, the surname being given first.



The above can best be developed by a combination of questioning and telling.

Suppose we want to know what there is in the library by Joel Chandler Harris. The card I find is like the one I have copied on the board (or placed in your hands).

Suppose the card is:

+398 Harris, Joel Chandler

Uncle Remus, his songs and his sayings. 1903.

By appropriate questioning and necessary instruction the children learn that the card tells us that among the 398's (Fairy tales and folklore) on the shelves there is a book by Joel Chandler Harris entitled "Uncle Remus, his songs and his sayings," which was published in 1903. Their attention should be called to the fact that the author's name begins at the first vertical line, and the title at the second vertical line.

The book is now found by one of the pupils and brought to the class.

Whether there are other books by this same author is determined by some of the pupils who use the card catalog for the purpose.

Similar exercises, with reference to other authors should be given.

The children should learn that such cards are called author cards.

### **Title Card**

The class is told that we want to find out if the library contains a certain book whose title is, say, "Curious homes and their tenants." One of the pupils is asked to look for the card containing this title as a heading. He finds it.

+590 Curious homes and their tenants.

Beard, J. C.

In some such way as that suggested for the subject card, the pupils learn that this title card shows that among the +590's there is a book whose title is "Curious homes and their tenants" and that J. C. Beard is the author. They also learn that, like the subject, the title begins at the second vertical line, and the author's name at the first vertical line, as in the other cards studied.

They should be told that such a card is called a title card.

Practice should be given in finding out from the card catalog whether or not the library contains certain titles. Titles given should include some not contained in the library.

### **Cross Reference Cards**

Cross references are not used in the cataloging indicated in the township library list. For high school classes, the necessary basis for instruction on cross reference cards will be found on pages 16-17 of the Wisconsin high school library list of 1909.

## Distinguishing between Subject, Title, and Author Cards

When the three classes of cards have been learned, it will be profitable to give training in distinguishing between the three different kinds of cards. This has special reference to those cards which have as subject heading the name of a person. Selection should be made of cards in the catalog which illustrate this point. For illustration here the following are used:

Alcott, Louisa M.  
Under the lilacs. 1909.

+921      Alcott, Louisa M.  
Cheney, E. D.  
Louisa May Alcott, her life, journals, and letters.

The pupils should be asked to look carefully at these two cards, and to write down independently what kind of card each is; then the reasons for their decision. The final conclusion arrived at and stated in their own words should express the thought: We know that the first card is an author card, because the name on the top line begins at the first vertical line. We know that the second card is a subject card because the name on the top line begins at the second vertical line and the title is given on the third line.

Similarly, how to know subject cards from title cards should be given attention.

The fact that titles and subjects always begin at the second vertical line and authors at the first vertical line should be "hammered in."

**Exercise.** The following questions are intended as an exercise after the above lessons on the card catalog have been given. The pupils are to use the card catalog in finding answers to the questions. In each case, they should report under what entry or entries they looked and under what entry or entries the information was found. If necessary modify the questions or substitute others so as to suit the resources of the library.

1. Find a short article on the weather. 2. On stars. 3. On petroleum.
4. Determine by means of the card catalog what there is in the library by James Whitcomb Riley? By Ruyard Kipling? By Louisa May Alcott? By James Fennimore Cooper?
5. Which of the following books does the library contain? Pickett's gap; Dog of Flanders; Uncle Tom's cabin; the

Crisis; Treasure island; Country of the dwarfs; Jungle book; Wonder-book for boys and girls. 6. Find the longest article in the library on Mexico. 7. On slavery. 8. Find all the material in the library on Raphael, the great painter. 9. What does the library contain on Indians? 10. On the War of 1812?

## WISCONSIN BLUE BOOK

**Object.** To make available the civic and other reference material which this publication contains.

**Grades.** 7-8.

**Class.** History, civics, or geography.

**Material.** The latest Wisconsin Blue Book. Every school is entitled to a free copy. There is a new edition every odd-numbered year. This lesson is based on the Blue Book of 1915; it will have to be modified for use with succeeding Blue Books, if material changes are made in the contents of the latter.

Assign from the blackboard or otherwise the following questions. The pupils, at their seats with Blue Book in hand, are to write down the answers. Several lessons will be necessary.

1. From the title page learn the correct title, by whom compiled, by whom published.
2. Make out a table of contents from the topmost lines on the right hand pages (Industries of Wisconsin; Census statistics; Wisconsin newspapers; etc.).
3. Give examples of different classes of census statistics included.
4. What statistics of agriculture are given? Examples.
5. What kinds of election statistics are given? Examples.
6. Under "Wisconsin Newspapers," in what order are the newspapers arranged?
7. How are the names of the post offices arranged? What information is given in regard to each post office? Give examples.
8. Make a list of a dozen headings under "State Government."
9. Name three of the most important tables or topics under "Grand Army of the Republic." State one interesting fact you learned in looking over this part of the Blue Book.
10. Mention one thing that interested you under "Wisconsin National Guard."
11. Select three of the topics and tables under "The Federal Government" which appear most important to you. Give one fact learned from each.
12. Name six topics discussed under "Industries of Wisconsin."
13. What classes of officials are included under "Biographical Sketches?" Read and report on one of these sketches.
14. What districts are shown on the maps under "Political District Apportionments?" What congressional district do you live in? What is its population? What counties does it contain? What state senatorial district do you live in? What territory does it comprise? What is its population?
15. Ditto for the assembly district.

### The Index

The following questions are intended for practice in the use of the index to the Blue Book. It is advisable to have a class exercise on the use of the index before reference work requiring its use is assigned as a lesson. The exercise should aim to develop the habit of looking under several entries if necessary in order to find the information wanted. For suggestions, see lesson on the index, page 25. Some of the questions given below may be used for this purpose, the rest being assigned as individual reference work.

1. Who are the county officers of your county?
2. Who are the members of the Wisconsin Railroad Commission?
3. Name the chairman of the state central committee of each political party.
4. Copy one plank from the state platform of any one of the political parties. Select for this purpose a plank which interests you.
5. What is the population of your township? Of the nearest village or city?
6. Compare the total number of votes for governor on primary election day with the total on election day.
7. What is the population of the state according to the last census? What was the population in 1860?
8. Who are the regents of the state normal schools?
9. How many pupils are enrolled in the public schools of the state?
10. How many soldiers were supplied by Wisconsin in the Civil War?
11. Which regiment had the highest death rate?
12. Which state has the most representatives in Congress? How many?
13. Who was the first governor of Wisconsin?
14. Who are the members of the State Industrial Commission?
15. What can you tell about the duties of this Commission?
16. What is the area of your county?
17. Read the biographical sketch of your assemblyman.
18. Who is the secretary of the Free Library Commission?
19. How many voters in Wisconsin are illiterate (cannot read and write)?
20. Where are the state normal schools located?

## YOUNG FOLKS' CYCLOPAEDIA OF COMMON THINGS

**Object.** To teach its scope and to promote its use as a reference work. The same holds true with regard to the Champlin cyclopedias treated below.

**Grades.** 5-6.

**Class.** Geography.

Have the pupils judge from the title of the book the probable scope of its contents. Would the title indicate that there are articles on: chairs? houses? Chicago? oceans? horses? Lincoln? potatoes?

Have the pupils glance through the book to get a general idea of its contents and arrangement. Ask them to be able to answer questions like the following:

What is the copyright date of this book? How are the articles arranged? Of what special use is the index, since the articles are arranged alphabetically? Would you first look in the index or in the body of the book? By looking in the body of the book, the main article will be found first; then the index should be used to find additional information. In some cases there is no main article and then the index alone will direct the reader to the information sought. In this connection, look up milk; basswood; petroleum; sun dial.

Tell what information is given at the ends of the articles by looking under: cloth; coffee; petroleum; butterfly. (Derivation)

Does the book contain articles on geographic features, such as particular cities, rivers, countries? How about products, such as bananas, cotton, coal, etc.? Are there articles relating to agriculture? Try: cattle; fertilizers. How about health topics? eye; lungs; drowning. Nature study? Try: ant; egg; snow; bird; electricity; platinum; ferns. How about history? Civil War; Louisiana purchase. Is there any history of common things? Try: book; carriage. Is there anything on particular inventions? phonograph; telegraph. Tools and machines? plane, lathe. Domestic science? beef; bread. How about interesting stories relating to common things? See "Anecdotes" in the index and look up a few of them.

**Practical application.**—After these lessons have been given, both teacher and pupils should be on the alert to secure pertinent information from this encyclopedia in connection with classes in reading, geography, physiology and hygiene, agriculture, manual training, domestic science, history; also for general exercises and other school work.

## YOUNG FOLKS' CYCLOPAEDIA OF PERSONS AND PLACES

**Grades.** 5-6.

**Class.** Reading or Geography.

Have the pupils get some idea of the scope of the book from the title. Would it be likely, for instance, to contain special articles on: London? Abraham Lincoln? Moses? Odin? Mississippi River? Hawaiian Islands? Thomas Alva Edison? Pike's Peak? North Cape? Mormons? the county in which you live? Wisconsin? Washington Monument? Civil War?

The statistics given for cities, states, etc., in the United States are those for what census? See latest copyright date on the page following the title page. Has there been a U. S. census since, and if so when? If the statistics are not for the last census, where would you find the latest figures? (World Almanac, Abstract of Census, etc.)

How are the articles arranged? How does the index make material available which is not alphabetically arranged in the body of the book? See in the index: wars; colleges; Vesuvius.

Are there accounts of mythological characters? Try: Jupiter; Thor; Apollo; Venus. How about Bible characters? David; Joseph; Isaiah; Pharaoh; Solomon. See if you can find articles on the authors of some of your library books or of selections in your reader.

There are included accounts of many important events and achievements connected with the persons and places treated of; to find these the index should be used.

With this in mind, find what is contained on: Black Hawk War; steamboat; great fires; the blowing up of the Maine; Mormon tabernacle; Little Lord Fauntleroy (Look under "Books for young folks").

**Practical Application.** State some ways in which this book may be useful for reference in geography; in history; in the reading class; in reading newspapers and magazines.

## YOUNG FOLKS' CYCLOPAEDIA OF NATURAL HISTORY

**Grades.** 5-6.

**Class.** Geography or agriculture.

Ask the pupils to look up the definition of natural history in the dictionary. Then have them apply this definition to judging the scope of the book from its title. They may then glance through it to find how nearly correct their conclusions were. When they have done so they can probably answer most of the following questions, though they should, when necessary, verify their answers by reference to the book itself.

Does this cyclopedia contain articles on: plants? rocks? minerals? for example: oak; granite; gold. Are all kinds of animals included? Insects? Try: grasshopper; dragon fly. Worms? Try: earthworm. Particular kinds of fish? Try: bass; pike; bullhead. Think of several kinds of animals and see if there is an article relating to each.

As there are many cross references in this book, the teacher should make sure that the pupils understand their use before going further. Call their attention to the entries: "Fish hawk. See osprey;" "Bullhead. See catfish." Teach them what these entries mean. Then ask them to look up these particular references and report on them. They should learn to select quickly the part of the article to which the cross reference refers. To this end, additional cross references may be looked up by referring them to: Hessian fly; wild cat; woodchuck. The alphabetic arrangement of subarticles should be made use of, though this will not help in some cases, as, for instance, in looking up "wild cat" under "lynx."

Are there general articles on various kinds of animals? Try: snake; bird; fish. Compare with the articles on the same topics in The Young Folks' Cyclopaedia of Common Things. Which cyclopedia has the longer articles on such topics? How do they compare with regard to articles on particular animals? Look up in both: robin; rattlesnake; catfish.

Are extinct animals treated? See Mammoth and Dinosaur. Read one of these articles.

It would be well for the teacher to read over carefully the article on classification in the Introduction and then give the pupils an idea of the subdivisions of the animal kingdom especially genus and species. Their attention should then be called to the facts relating to the classification of animals given in parentheses at the beginning of the articles and that the branch, class, order, or family there given will be found explained in its proper alphabetical place.

Ask the pupils to look up the scientific name of horse (*Equus caballus*); domestic cat (*Felis domestic*); dog (*Canis familiaris*). Ask them to find out if the dictionary also gives the scientific names of animals. They should learn that the scientific name of an animal or plant consists of the name of the genus plus the name of the species.

As a rule the material looked for in this book is to be found in its proper alphabetic place or is referred to by means of cross references; hence the index will not often have to be consulted, though it should be used when necessary.

**Practical Application.** Will this book be of use for reference in agriculture? See if it has articles on such topics as: cattle, hog, cutworm, honey bee, etc.

When you are studying geography what use can be made of the book? When would be a good time to read the article on the camel? The tiger? The silkworm?

Keep the book in mind as a source of reference when you find mention of animals in the reading of books, magazines, and newspapers. Report to your teacher several such uses of the book within the next month.

## YOUNG FOLKS' CYCLOPAEDIA OF LITERATURE AND ART

**Grades.** 6-7.

**Class.** Reading.

Talk over informally with the class what is included in literature and art and get them to express opinions on the kind of information the book probably contains. They should know that the term art includes architecture, sculpture, painting, and music.

After this discussion they should read (or the teacher may read to them) at least a part of the preface and then glance through the book. They may be asked to answer the following questions, using the book as much as may be necessary in arriving at the answers:

How is the material arranged? Are there cross references? Try: Tiny Tim.

Are there references to other encyclopedias by Champlin? Read the fine print at the top of page 1; then look up such references under: cat's paw; Gordian knot.

**Literature.** Are there articles on authors? Try: Longfellow; Shakespeare. What about books? Try: Uncle Tom's Cabin; Bible; Little Women; some library book which you think good enough to deserve a place there. Folk stories? Try: Jack the Giant Killer; Cinderella.

How about poems? Try: Hiawatha; Lady of the Lake. Songs? Try: Star Spangled Banner; Maryland! my Maryland!; some other song or poem in which you are interested.

How about pen names and nicknames of authors? Try: Mark Twain; Ouida; Quaker Poet.

Are characters in books included? Try: Topsy; Worldly Wiseman; Fagin.

**Picture study.**—Learn from the book something about the following pictures: Flight into Egypt; Judgment of Solomon; some other famous painting.

**Sculpture.** Learn something about: discobolus; Apollo Belvedere; Diana of Versailles.

**Architecture.**—Read what is given on one or two of these: Coliseum; Milan cathedral; Parthenon. Look under the word palace in the index and select one to read about.

**Geography.** How could this book be of use in the study of geography? In the study of what country could reference be made to each of the following? Pyramids; Vatican; Westminster Abbey. Are cities described? Are geographic nicknames explained? Try: Forest City; City of the Straits; Nutmeg State.

**History.** Its use in history is illustrated by: Faneuil hall; Magna Charta; Tippecanoe and Tyler too. Have the pupils look these up.

## GENERAL ENCYCLOPEDIAS

**Grades.** 6-7.

**Class.** Reading.

**Materials.** At least one general encyclopedia of several volumes. By general encyclopedia is here meant one of several volumes in which the entries are in one alphabet and which has material on a wide variety of subjects.

**Preliminary.** Have the pupils look through an encyclopedia to get a general idea of its contents and arrangement of material. Ask them to keep such questions as the following in mind during the examination:

1. Are there more or fewer articles than in the dictionary?
2. In which are the articles the longer?
3. How does the arrangement compare with that in the dictionary?
4. What helps are there to find any article quickly? (Look at the backs of the books and the tops of the pages.)
5. Are all kinds of subjects treated or only certain kinds?
6. What is the name of this encyclopedia? When was it copyrighted?

The conclusions arrived at from this examination should be about as follows: A general encyclopedia treats prac-



tically all kinds of subjects; its articles, while fewer than those in the dictionary, are longer (because it deals with subjects while the dictionary deals with words); like in the dictionary, the articles are arranged alphabetically; on the back of each volume and at the tops of the pages are guide words to help in finding quickly the article one is looking for. The title of this encyclopedia is \_\_\_\_\_; it was copyrighted in \_\_\_\_\_.

**Arrangement.** Have an exercise in quickly deciding in which volume a given article occurs. For this purpose have the encyclopedia immediately in front of the class and rapidly name a number of articles, the pupils, one at a time, giving the number of the volume or pointing to the one in which it should be looked for. Give enough of this drill to enable each pupil readily to select the right volume.

Drill in readily finding the page on which an article is to be found by means of the guide words at the top of the page. Name titles of articles in different volumes and, after some skill has been attained by all, see which pupils can most quickly find assigned articles.

For the purpose of the above drill in arrangement the following articles are listed:

everglades; rubber; tuberculosis; flax; glacier; infantile paralysis; dwarf; army worm; measles; soap; parcel post; goiter; Danube; opal; bamboo; antiseptics; Erie Canal; larynx; petroleum; hemp; Venus (planet); bee; Azores; Palestine; iron; ginseng; carpetbaggers; Volga; Kingston; jury; insects; lynch law; kingfisher; hay fever; Xanthippe; rinderpest; nickel; catalpa; Eskimo; bat; onion; minotaur; Vatican; Iceland; herring; Romulus; silk; birds; fly; turpentine; delirium tremens; Warsaw; Weather Bureau; metric system; opium; socialism; cliff dwellers; Milwaukee; Lapland; underground railroad; tiger.

If the pupils have had the right kind of training in the use of the dictionary, they will know that names of persons are arranged by the surname first and that the words forming certain geographic names are likewise arranged alphabetically by the last word. In the following list, some entries are to be sought for under the first word and some under the last word. Have the pupils first judge in each case, then verify by referring to the encyclopedia.

French Revolution; John Jay; Mount Everest; Uncle Sam; Pontius Pilate; Treaty of Paris; Smithsonian Institution; Lake Ontario; James Whitcomb Riley; Battle of Hastings; Gulf of Mexico; Peter the Great; Washington Monument; Abraham Lincoln; Oliver Twist; Mark Twain; John Bull; Stonewall Jackson; Charles Martel (ruler); Robin Hood.

In the case of rulers, the alphabeting is according to the first name, and under this name, by countries. Have the pupils find the following:

Henry IV, king of France; Henry VII, king of England; Henry IV, king of Germany; Charles XII, king of Sweden; Charles V, emperor of Germany; Charles the Bold.

**Index.** If the encyclopedia studied has an index, a lesson should be given in its use; for this purpose, assign a topic to each pupil and have him find all the material relating thereto which is referred to in the index. Call attention to the value of an index in making available related material scattered in different parts of the encyclopedia; also its use in locating material on a subject for which there is not a separate entry.

**Cross references.** At the end of some articles the reader is referred to other articles in the same encyclopedia which articles contain related material. These directions are known as cross references. The teacher should call attention to such references and then have each pupil look up all the cross references under some assigned topic.

**Bibliographies.** Have the pupils find articles at the close of which books on the same subject are listed. Discuss with them under what circumstances these may be of value to the reader (when he needs to know more about the subject than the article contains and has access to the books listed.)

**Pronunciation.** Ask the class to find out whether or not the pronunciation of the words used as headings is indicated, and if so, how. If the pronunciation is indicated, give a list of, say, a dozen words whose pronunciation they are to learn from the encyclopedia.

**Copyright date.** What is the last copyright date of the encyclopedia? (Look at page next to title page in the first volume.) Discuss in what respects the encyclopedia is probably not up-to-date. If the copyright date is 1911, then articles on such topics as Panama Canal, Mexican War, Europe, submarines, will be, in important respects, out-of-date. If the copyright date is 1909, then the articles depending on figures from the United States census of 1910 will not be up-to-date. The supplementing of an encyclopedia by means of the World Almanac or other year book should be suggested.

Here may be discussed how encyclopedias endeavor to keep up-to-date by means of: (1) new editions (either completely revised or with supplementary pages); (2) year books (New International Encyclopedia); (3) loose-leaf arrangement so that new pages may be inserted from time to time (Nelson's Encyclopedia).

**Editors and contributors.** The pupils should know that the editors of an encyclopedia are those who have had in charge the gathering and editing of the material which it contains; that the persons whom they have selected to

write the articles are known as contributors; that the value of an encyclopedia depends to a large extent upon the ability of the editors and contributors; that in judging an encyclopedia this should be taken into consideration.

Ask the pupils to find out who are the editors and some of the principal contributors of the encyclopedia they are studying. If feasible, compare with some other encyclopedia in this respect. A list of editors and contributors is usually given in the front part of the first volume.

**Principal larger encyclopedias.** At the present time (1915), the four leading larger encyclopedias are: Encyclopedia Americana; Encyclopedia Britannica; Nelson's Loose-Leaf Encyclopedia; New International Encyclopedia. (Arranged alphabetically.)

It would be well to have the class learn something as to the leading characteristics of such of these encyclopedias as they have access to.

**Smaller general encyclopedias.** There are a number of serviceable smaller encyclopedias of about six volumes. One of these will answer for the lessons on general encyclopedias in elementary schools. Attention should be given to all encyclopedias in the library so as to make available the resources of all of them.

**How to use encyclopedias.** When a reference question arises, generally the first source of information to be thought of should be the encyclopedia. Whether or not other sources are to be used in place of the encyclopedia or in addition to it, will depend upon the nature of the question and the general character, and perhaps the copyright-date, of the encyclopedia. Ask the pupils which of the following questions they would look up in the encyclopedia at hand and which in some other source and why.

1. Who is the present governor of New York?
2. Give an account of cotton.
3. In what parts of the world are tigers among the native wild animals?
4. Give an account of the Panama-Pacific Exposition.
5. Give a short account of the development of the reaper.
6. Tell how to make a kite.
7. How many members of the United States House of Representatives from your state?
8. Name in order of population the six largest cities of Europe.
9. What are the principal exports of Chili?
10. Who are the judges of the Supreme Court in your state?

Now have the questions or similar ones looked up in the proper sources and have the pupils report the results and the best sources. They should be told to read only so much of an article as may be necessary to secure the information sought, and this they should seek to find with as little loss of time as possible. The "up-to-dateness" of the information should be considered whenever necessary. Cross references should be used only when additional information is really wanted.

**Practical application.** From now on pupils should be

expected frequently to use the encyclopedia in preparing their lessons and in connection with debates, general exercises, reading and other activities. As a "starter" in this direction, ask each pupil to report at the end of about two weeks ten cases of reference to the encyclopedia on his part. The occasion for each reference and what was learned should be reported.

The giving of extra credit for such reference work will help bring it about.

## THE ATLAS

**Object.** To teach when and how to use atlases.

**Grades.** 6-7.

**Class.** Geography.

The following lessons are based on the atlas on the Township Library List of 1914-16 (New Imperial Atlas of the World), but with modifications they can be used with any atlas.

### Need of Atlases

Call the attention of the children to the desirability of knowing the location, size, etc. of cities, rivers, mountains, and other geographic features which we hear mentioned or read about. Concrete examples in the reading of newspapers are best for this purpose. Then they may be told that the atlas is especially intended to meet this need.

The pupils may now be asked to glance through the atlas to get a general idea of what it contains.

### Marginal Index and Index to Maps

Have the pupils study the explanation of the marginal index (on page next to title page). Call their attention to the index to maps on the next page. Give an easy preliminary exercise necessitating the use of both of these indexes, giving the necessary help so that each pupil will know how to use them before more difficult exercises are given.

### Exercises in the Use of Maps and Indexes

By means of the maps and marginal indexes give the location and population of the following cities: Reims (France); Canterbury (England); Göttingen (Germany); Sebastopol (Russia); Amoy (China).

In the city of Chicago locate: Board of Trade; Art Institute; Jackson Boulevard; Canal St.; any other prominent street or point of interest that you are interested in. In New York City locate: Wall St.; Fifth Ave.; Grand Central Station; Broadway; any other prominent street or point of interest which you may have heard about. In the city of Washing-

ton locate: Library of Congress; Washington Monument; White House (Executive Mansion,); U. S. Capitol; any other feature of special interest to you.

Locate the following counties in their respective states: Union Co. (S. Dakota); Burleigh Co. (N. Dakota); Merced Co. (Cal.); any other county in which you may be interested.

Locate the following provinces, districts, etc., in their respective countries: Punjab (India); Santa Clara (Cuba); County Kerry (Ireland); Hawkes Bay (New Zealand); Gironde (department, France); Anhalt (Dutchy in Germany); Romsdal (amt, or county, Norway); Perm (province, Russia); Armenia (Turkey in Asia).

Atlases used in schools do not usually have a universal index; for this reason it is well to combine the use of the gazetteer in the unabridged dictionary with the use of the atlas.

With the aid of the gazetteer, and the atlas tell what and where each of the following is: Bosnia; Albania; Gothland; Seeland; Metz; Rhodes; Bhutan; Menderez; Hagerstown; Cerro Gordo; Gaspe; Guise; Heligoland; Mühlhausen.

The following exercises are intended to direct the pupils' attention to the information respecting railroads and routes of travel which may be obtained in an atlas.

1. Name several of the largest towns you would pass through in traveling across Montana on the Northern Pacific Railroad. 2. What river of some size would you see from the car window? 3. How many lines of railroad radiate from Green Bay and what railway companies are represented? 4. Ditto for Madison? 5. On what lines of railway could you apparently conveniently travel from Chicago to Superior? 6. Where in the U. S. is there the least railroad mileage? Why? 7. Which are the four most important termini of steamship lines on the eastern shore of the Pacific? 8. Where on the western shore? 9. Which is the principal central stopping place in the Pacific ocean? (See Map of the World.) 10. Trace the Trans-Siberian Railway; name its eastern Russian terminus and two or three important towns on its route. 11. How wide is the Panama Canal Zone? 12. How many locks has the canal? Lifts?

### Colonial Possessions

What European countries have possessions in Africa? Give the name, location, area, and population of each of the Portuguese possessions in Africa. Locate Kamerun (Africa); to what country does it belong and what are its area and its population?

Locate the following islands in the East Indies and tell to what country they belong; give the area and population of those underlined: New Hebrides; Caroline Is.; Guam; Samoan Is.; Fiji Is.; Midway Is.

### Miscellaneous Exercise

Use the gazetteer in the dictionary in conjunction with the atlas when necessary.

1. How many miles would you travel in going by water from New York City to San Francisco by way of the Straits of Magellan? By way of the Panama Canal? San Francisco to Singapore? New York City to Bombay?
2. In what part of Boston and on what street is the Old State House? Locate Independence Hall in Philadelphia.
3. What and where are: Arno; Meuse; Galdhoppigen; Salamis; Scutari; Kiauchau; Yalu.
4. Find the area and population of: Texas; Rhode Island; Luxemburg; French Guiana; Ceylon.
5. Locate: Vosges Mts.; Big Horn Mts.; locate and give the height of Mount Tom; Mt. Olympus; Jungfrau.

### WORLD ALMANAC

**Object.** To give training in the use of a good yearbook as a source of reference for information brought down to date.

**Grades.** 6-7.

**Class.** Geography or civics.

The World Almanac may be secured from The Press Publishing Company, Pulitzer Building, New York City. The price, postage paid, is 35c; cloth, 60c.; the list prices are 25c. and 50c. respectively. It is issued annually and is packed full of current information on a great many topics. A new copy should be secured at the beginning of each calendar year. If there is shelfroom enough the back numbers should be kept, as articles of permanent value appear in each issue. These are made available in the general index, which refers to the volume in which the subject appeared.

The first lesson should have for its aim teaching the scope of the Almanac, what kind of information it contains.

Have the pupils look up by means of the index the topics given below; they should be required to tell one thing of interest to them learned in regard to each topic. Some topics not treated in the Almanac have been included in order to help the pupils learn its scope. By talking over with them why certain of the topics are omitted and the rest included, they can be led to see and to say, in substance, that the World Almanac includes records of important events which occurred during the year and facts and figures in regard to population, industries, government, and other matters most of which are continually changing and about which the latest information is at times desired.

Patents; immigration; soldiers' pensions; birds; Boy Scouts; books; baseball; roads; Thomas Alva Edison; trotting records; battle ships; Denmark; languages; cost of living; copper; potatoes; hay; snow; rainfall; battle of Gettysburg; militia of the U. S.; presidential elections; blindness; rainbow; largest cities; state flowers; longest rivers.

In order to give some facility in using the Almanac, have the pupils find the answers to questions like the following. Use only questions suitable for the stage of advancement of the child.

1. On what date will Easter Sunday come next year?
2. At what time does the sun rise to-day? Set?
3. What is the average annual rainfall in inches in Wisconsin? Which state has the least rainfall and how much? The most?
4. How many Indians in the U. S.? In Wisconsin?
5. What was the total popular vote for each of the candidates for President of the U. S. at the last presidential election? What was the electoral vote?
6. What was the best record in running one mile and by whom was it made?
7. What is the value in our money of the German mark? The Danish crown? The franc?
8. How many officers and enlisted men in the U. S. army?
9. Who is the Commander-in-chief of the Sons of Veterans and how many belong to the organization?
10. How many members in the U. S. House of Representatives? The U. S. Senate? How many of these belong to the different parties?
11. Who is the present ruler of Greece and what is his title? Of Portugal? Of China?
- How many persons in prison in the U. S.? How many of these were born in our country?
13. How many people in the world use the English language? The German? The Spanish?
14. What is the population of the world?
15. What is the highest altitude in Wisconsin and where? In the U. S., not including Alaska?
16. How many persons are employed in railroading in the U. S.? In manufacturing automobiles?
17. How many horses in the U. S.? Hogs?
18. How much wheat is raised in the U. S.? Corn?
19. What was the value of all the farm products in the U. S. for last year?
20. Of the manufactures?

After the lessons have been given, use should be made of the Almanac in connection with civics, geography, current news, general exercises, and whenever information which it contains is needed in the course of the school work.

## AGRICULTURAL PUBLICATIONS

**Object.** To teach the pupils how to secure those agricultural publications issued by the U. S. Department of Agriculture and by the State College of Agriculture from which they may receive helpful, practical instruction in farming and domestic science and to teach how to use and how to file them for use when needed.

**Grades.** 7-8.

**Class.** Agriculture.

**Materials.** Farmers' bulletins, Agricultural Yearbook, bulletins and circulars issued by State Agricultural College, filing cases described on page 76.

### **U. S. Department of Agriculture**

Some preliminary instruction or review should be given as to the place, organization, and work of the Department. The pupils should know: 1. That the Department of Agriculture is one of the nine administrative departments of the U. S. government, of which the others are the Department of State, Treasury Department, etc. 2. That the official title of its head is Secretary of Agriculture. 3. Who the present Secretary of Agriculture is. 4. What the main lines of work of the Department are, such as discovering and spreading information relative to improved methods of farming, prevention and cure of plant and animal diseases, producing better breeds of plants and animals. 5. That the Department is divided into bureaus, offices, and services, among which are: bureau of plant industry, office of public roads, weather bureau, office of markets and rural organization, forest service, etc.

### **Farmers' Bulletins**

Place in the hands of each pupil in the class a farmers' bulletin. Discuss the items of the title page one by one and bring out what each means: that "U. S. Department of Agriculture" tells us that it is issued (prepared, printed, and distributed) by the U. S. Department of Agriculture; that "Farmers' Bulletin No. 556" (or whatever number it happens to be) means that this is one of a series of publications, the first of which was given the number 1 (in 1889) and that they have been numbered as issued until now (1915) the highest number is well up in the hundreds; that the title (say "The Making and Feeding of Silage") gives an idea of the contents; that the date given (say October 25, 1913) is the date of issue and is important, for the reason that it gives us an idea of how nearly up-to-date the contents are; that the personal name is that of the author, who first made the necessary study and experiments and then wrote the bulletin as an expert in the employ of the U. S. Department of Agriculture; that the Department of Agriculture has a large force of experts continually conducting investigations and planning for the betterment of farming.

Have the members of the class note the table of contents. From a list of farmers' bulletins, have each member



of the class select half a dozen in which he is interested. This will give some idea of the wide range of topics which the series covers. For a complete list of the bulletins write to: U. S. Department of Agriculture, Washington, D. C.

Now take up how farmers' bulletins can be secured, namely, by (1) writing to Division of Publications, U. S. Department of Agriculture, Washington, D. C., or (2) to your representative in Congress; or (3) to one of the U. S. Senators from your state; or (4) in case the supply for free distribution is exhausted, by ordering from the Superintendent of Public Documents, Washington, D. C., and paying the very reasonable price asked. The most certain way of getting copies free of charge is on application to one's representative or senator in Congress. Have every pupil in the class send for one or more bulletins in one of these ways so that, taking the class as a whole, each method of securing them will be practically illustrated. The bulletins sent for should be such as will be of use to the school or to the parents of the pupils ordering them.

Teachers desiring advice regarding the publications of The Department of Agriculture or other matters relating to instruction in agriculture would do well to write to: Chief Specialist in Agricultural Education, U. S. Department of Agriculture, Washington, D. C.

### How to File the Bulletins for Use

Farmers' bulletins should be arranged numerically in pamphlet boxes (see description of these on page 76). On the label on the back of the boxes should be indicated the numbers which are contained and above this the words "Agriculture" and "Farmers' Bulletins," as follows:

Agriculture

Farmers' Bulletins

Nos. 28 to 204

For each bulletin in the collection, one or more subject cards should be made out and placed in the card catalog. The following form is suggested:

Silage

The making and feeding of silage. Farmers' bulletin  
No. 556. 1913.

When the subject cards are made out, the subject or subjects used should be written in the upper left-hand corner of the title page of the bulletin. This will indicate that the bulletin is cataloged.

The pupils may help to bring about this arrangement of the bulletins and then be given exercises in connection with their agriculture lessons in its use.

**Note.** Instead of such an arrangement, the bulletins may be filed by subjects, like the rest of the pamphlet material.

### Yearbook

The Yearbook of the U. S. Department of Agriculture is an "annual cyclopedia of all topics relating to agricultural products, their cultivation, improvement, and manufacture. The illustrations are excellent and the index exhaustive." A free copy may be secured by the school in one of the ways above described for securing farmers' bulletins. The largest supply for free distribution is at the disposal of representatives and senators. At this time (1915) 500,000 copies are printed annually.

Have the pupils glance through the book at their seats; ask them to look carefully at the title page; to look over the table of contents and select some topic to look over more carefully than the rest of the book; ask them to note the illustrations; call their attention to the statistical tables and the index. As a result of this inspection and the class discussion which follows, they should know that such a publication is issued every year by the U. S. Department of Agriculture; that it is for free distribution; that it is a means of learning what the latest investigations of the various bureaus and divisions of the Department have revealed of benefit to the farmer; that the latest agricultural statistics for each state, the United States, and the world are given; and that finally all of this information is made available by means of an index.

Now assign a lesson in using the book for reference; have the class look up by means of the index the answers to such questions as the following (based on the Yearbook of 1913; the latest Yearbook should be used):

How many bushels of corn were produced in the U. S. in the last year for which the statistics are given? Was more produced in any preceding year, if so, when? Which State had the highest yield per acre, and how much was it? Which state raised the most corn and how much? Name some promising new fruits, grains or plants and tell something about one of them. What is the value of all farm property in the U. S.? In Wisconsin? What has been the increase in farm values in the United States in ten years? In Wisconsin?

### PUBLICATIONS OF THE AGRICULTURAL EXPERIMENT STATION OF THE UNIVERSITY OF WISCONSIN

The bulletins and circulars which are especially suitable for schools will be found listed in the back part of the "List of Books for Township Libraries." A supply of these espec-

ally suited to the locality should be at hand for use in the school work and for the purposes of this lesson.

First have the pupils interpret the title page as in the case of the Farmers' Bulletins in the preceding lesson. The bulletins are issued by "Agricultural Experiment Station of the University of Wisconsin," also known as "The University of Wisconsin Experiment Station." The term "Agricultural Experiment Station" should be explained to the class. The necessary information will be found on page 3 of Bulletin No. 228, of January, 1913. Have the pupils tell the use of the "digest" or table of contents on the page following the title page.

A similar study should be made of the "circulars" issued by the Agricultural Experiment Station.

Each pupil may now be asked to send for one bulletin or circular which he is to study somewhat carefully and report upon. Bulletins may be obtained free on application to the Agricultural Experiment Station of the University of Wisconsin, Madison. Owing to the large demand for these publications, it often happens that titles ordered are out of stock; hence it would be well to name a second choice when ordering.

After these lessons have been given, the agriculture class should make much use of the publications of the Experiment Station.

The bulletins and circulars should be filed and cataloged as above suggested for the Farmers' Bulletins of the U. S. Department of Agriculture. The card for the card catalog may be made out as follows:

Swine.

Pork production in Wisconsin. Bulletin No. 242, Agricultural Experiment Station of the U. W. 1914.

### FARMERS' INSTITUTE BULLETINS

**Object.** To make available the large amount of valuable agricultural information contained in these bulletins.

**Grades.** 7-8.

**Class.** Agriculture.

### Preliminary

Find out what the pupils know about farmers' institutes. It is likely that their parents have attended them and possibly some of the pupils also. Get at the nature of the discussions in farmers' institutes.

Tell the children something about how the institutes are arranged for any community; in this connection they should learn about the office of Superintendent of Farmers' Institutes and the conductors.

Tell them about the round-up institute and call their attention to the fact that the farmers' institute bulletins contain the addresses and discussions at this institute.

Tell them how the bulletins are distributed to schools. They are sent to town clerks, who distribute them to the schools. Individuals can secure copies by writing to the Superintendent of Farmers' Institutes, Madison, Wis., enclosing parcel postage at the pound rate.

Have the pupils glance through one or more of the latest farmers' bulletins to get an idea of the contents. Ask each one to make a list of three or four topics found in which he is most interested.

### How to Use the Bulletins

Now call their attention to the table of contents as a means of finding material on any given topic.

Ask them to find articles on ten or more of the topics given below. All these topics are treated in the issues of the farmers' institute bulletins from 1911 to 1914, inclusive, some of the topics being treated in two or more articles.

The pupils should be taught to begin their search with the latest bulletin at hand, and work backward to the earlier ones, using the table of contents in each bulletin. They should give the year or years and pages where each is discussed, together with the titles of the articles. They should glance through each article sufficiently to make sure that it treats of the topic in question. By selecting topics which are to be studied in class, time will be saved, as the pupils should keep the lists which they make out, after they have been looked over, and, if need be, corrected by the teacher.

alfalfa; barns; birds; butter; calves; cattle; clearing new land; clover; concrete; cooking; cooperation; corn-growing; testing cows; cooperative creameries; milk; dairying; drainage; farm conveniences; keeping up the fertility of the soil; feeds and feeding; school luncheons; food inspection; small fruits; fruit trees; gardening; hay making; health on the farm; breeding of hogs; farm homes; horses; live stock; serving a meal; nursing; peas; raising potatoes; poultry; roads; turnips; rotation of crops; seed; sheep; silos and silage; wheat; soils; tillage; tuberculosis (bovine).

Cards for the card catalog should be made out for those subjects treated in the bulletins which will prove of value as agricultural reference material.

Have the children find out where farmers' institutes have been held in their county the past two or three years. See table in front part of each bulletin.

After the above lessons have been given, use should be frequently made of the bulletins in the preparation of lessons for the class in agriculture. If a farmers' institute is held

within reach of the school, the teacher and older pupils should, if feasible, attend at least some of the meetings and take notes to be used as the basis for class discussions.

N. B. Farmers of the district should be encouraged to borrow the farmers' institute bulletins, the teacher keeping careful record of such loans and requiring that the bulletins be returned as provided for other school library books.

## ARBOR DAY MANUALS AND MEMORIAL DAY ANNUALS

**Object.** To make available the reference material which these publications contain.

**Grades.** 7-8.

### Wisconsin Arbor And Bird Day Manual

**Class.** Reading or nature study.

The Arbor Day manuals should be kept on file and used not only as a source of material for Arbor Day and other programs, but also for reference material and for general reading along certain lines. As to a method of filing see page 76. If it can be afforded, and they are in good condition, it would pay to have the accumulation of Arbor Day manuals bound about every fifth issue. For the more important articles that are likely to be of use for reference, subject-analytic cards should be made out and placed in the card catalog. Among the subject headings for this purpose the following are suggested; others will be found in the list of subject headings in the List of Books for Town-School Libraries.

Birds; (Birds by popular names, such as Robin, Catbird, etc.); Birds' travels (see tables of "Observations on Wisconsin Winter Birds and Migration Record" in back part of the manuals); Birds—Protection; Conservation; Fire protection; Flowers and forestry; Forest fires; Forests—National; Forests—State; Mushrooms; Parks; Roads; School grounds; Trees.

The Arbor Day Annual of 1909 contains an index of the material in the annuals from 1903 to 1909, inclusive.

Ask each of the pupils to find and read in the last two or three annuals one or more poems which he likes; to read a bird description which interests him; to read and give the gist of some article on forests; to give the approximate date of the arrival of, say, the catbird in his part of the state (see tabulations in back of manuals); to note which of the birds represented by colored bird-plates he remembers to have seen; to read an article on bird protection.

### Wisconsin Memorial Day Annual

**Class.** History, civics, or reading.

The above general suggestions with respect to the Arbor Day Manual apply in large part to the Memorial Day Annual. The Annual of 1912 contains an index of the material of the issues up to and including that year. The following partial list of subject-analytic headings for the card catalog are given to illustrate the kinds of headings which will help make available material in the Memorial Day annuals. It will be noted that American history subjects represented indicate that there is considerable material in these annuals for use in connection with the study of our country's history, especially that of the Civil War and related topics.

Arbitration—International; Cushing brothers; Declaration of Independence; Flags; Gettysburg, Battle of; Grant, Ulysses Simpson; (The) Hague; Lee, Robert Edward; Lincoln, Abraham; Negroes: Old Abe (war eagle); Patriotism; Peace; Perry, Oliver Hazard; Poetry—Collections; Recitations and readings; Sherman, William Tecumseh; Slavery; Songs; Star spangled banner—History of; U. S. History—Civil War; War; Washington, George; Wisconsin—Seal.

To acquaint the pupils with the general character of the contents, an exercise like the following is suggested. The material is to be found in the Memorial Day Annuals at hand. The pupils are to find:

1. An article on the life of Lincoln; 2. Quotations from Lincoln; 3. An article on the seal of Wisconsin; 4. Three poems on the American flag; 5. An article on the Hague Court; 6. An account of a Wisconsin man prominent in the Civil War; 7. Look through the last two annuals and report on that article or other feature which most interests you.

### LIST OF BOOKS FOR TOWNSHIP LIBRARIES

**Object.** To make this publication available as a source of information relative to books suitable for home libraries.

**Grades.** 7-8.

**Class.** Reading.

In a short talk to pupils in the upper grades, explain the law under which the school annually receives library books ordered by the county or city superintendent, the so-called township library law. The main features of this law are given in the front part of the List of Books for Township Libraries of 1910-'11; it may also be found in the school code. After this preliminary talk, in which the fact that the books are selected from the List of

Books for Township Libraries is emphasized, the pupils should glance through the latest edition to get a general idea of its contents and arrangement. Ask them to be able to answer the following questions as a result of their examination of the book.

How are the different classes of books arranged, (government, fairy-tales, etc; they are arranged by class numbers, and then in each class alphabetically by authors and titles; in fact, they are arranged as the books should be placed on the shelves). 2. What is given for each title (catalog number; grades for which suitable; description, publisher, list price and price to districts; comments; class number; indicated cataloging). 3. What indexes are there to help find any book listed? (Author index and title index) 4. Where is the list of publishers with addresses? 5. What index to find any class of books? (General index) 6. Where are the agricultural bulletins listed?

Questions like the following will help pupils to use the list in selecting and ordering books for a home library, for Christmas presents and the like.

1. Name the publishers and the list price, and price to districts of:  
a. Stories, by Hans Christian Andersen; b. Lion and Tiger Stories Retold from St. Nicholas; c. Around the World in the Sloop Spray. 2. If you had your choice what book on the polar regions would you prefer of those listed? 3. Which of the books of collective biography? 4. Select a book of fairy tales for a boy in the fourth grade. 5. Select a Mother Goose book for a little brother or sister. 6. Select a book as a Christmas present for your father or for your mother.

## OTHER PUBLIC DOCUMENTS

Public documents and similar publications not herein given space, should, if their usefulness warrants it, receive attention like that suggested in the lessons on Farmers' Institute Bulletins, Wisconsin Blue Book, Memorial Day Annual, etc., with, of course, the necessary modifications.

## PAMPHLETS AND CLIPPINGS

**Object.** To make available for promoting the objects of the school, helpful material in pamphlets, newspapers, magazines and other publications, which material would otherwise go to waste.

**Material.** Much valuable material in the form of pamphlets and clippings is unavailable because it is not filed in such a way as to be readily accessible when needed. As to pamphlets, this has special reference to farmers' bulletins, Arbor Day manuals, Memorial Day annuals, bulletins of the University Extension Division, publications of the State

Board of Health, and the like. As sources of clippings, newspapers, magazines, advertising material, books to be discarded, etc., will prove ample. Selection should be based on actual class and school needs.

**Pamphlet boxes and folders.** Such material should be kept in pamphlet boxes and folders, the pamphlet boxes being especially suitable for holding the larger pamphlets and those in series (farmers' bulletins etc.) and serving as alphabetical guides among the folders. Pamphlet boxes may be purchased of firms dealing in library supplies. The folders can be made very cheaply by purchasing sheets of stiff Manila paper and having them cut up into the proper size. Fold the sheets in the middle lengthwise. To close the folder at the bottom, cut off a half-inch strip from the bottom of one leaf and fold and paste on this leaf the projecting margin of the other leaf. Before folding this projecting margin, trim it by cutting off a triangular piece at each end.

The size recommended for pamphlet boxes, inside measurement, is  $10\frac{1}{2}$  inches high by 7 inches deep by 2 inches to  $2\frac{1}{2}$  inches wide. The face next to the wall as the box stands on the shelf should be left uncovered for the insertion of the pamphlets and clippings. The folders should be made of such a size that they can, if desired, be easily placed in the pamphlet cases. The size (after folding) of 10 by  $6\frac{1}{2}$  inches will serve the purpose.

**Subject headings.** The subject contained in each pamphlet case should be written neatly and plainly on a label pasted on the back near the top and in the case of the folders it should be written on the folder near the top and next to the folded edge. Pamphlet cases and folders are then to be arranged on the shelves alphabetically by subjects. The folders should be arranged in their proper places alphabetically between the pamphlet cases. They may, of course, be arranged by class numbers like the library books. This, however, would necessitate more entries in the card catalog in order to make the material readily available to the uninitiated.

As a help in the selection of subject headings for the folders and pamphlet boxes, the list which follows is given. It has been prepared largely by using the entries of this classification table in the List of Books for Township Libraries. Other headings should be used whenever need for them occurs. The list of subject headings in the back part of the List of Books for Township Libraries of 1910-11 will be found helpful in selecting appropriate ones. It will be noted that the arrangement in the following list is alphabetical except for the subdivisions of U. S. history, where it is chronological by periods. The headings should be written,



not only on the pamphlet boxes and folders, but also on each clipping and pamphlet placed therein, so that the material taken out may be replaced in its proper receptacle.

Agriculture	Electricity
Agriculture	Emblems
Barley	European War
Agriculture	Fables
Bees	Fairy tales and folklore
Agriculture	Fire prevention and fire protection
Corn	Fish
Agriculture	Flags
Potatoes	Gardening
Agriculture	Geography
Soils	Africa
Agriculture	Geography
Tobacco	Asia
Agriculture	Geography
U. S. Agricultural	Australia
Dept.	Geography
Farmers' bulletins	Canada
Agriculture	Geography
U. W. Agricultural	England
Experiment Station	Geography
Bulletins	Europe
Agriculture	Geography
U. W. Agricultural Experiment	General
Station.	Geography
Circulars of information.	Hawaii
Agriculture—Wisconsin	Geography
Dairying	Japan
Amusements and sports	Geography
Animal stories	Mexico
Animals	Geography
Arbor and Bird Day manuals	North America
Astronomy	Geography
Biography	Oceania
Birds	Geography
Bookbinding	Panama Canal
Booklists	Geography
Business methods	Philippine Islands
Chemistry	Geography
Civics (or Government)	Polar regions
Conduct of life	Geography
Conservation	Porto Rico
Domestic science	Geography
Domestic science	U. S.
Cooking	Geography
Domestic science	U. S.—East
Sewing	Geography
Education	U. S.—West

- |                                      |  |
|--------------------------------------|--|
| Geography                            | History  |
| South America                        | U. S.—Discovery and exploration                          |
| Geography                            | History  |
| Wisconsin                            | U. S.—Colonial times                                     |
| Geology (earth, minerals)            | History  |
| Gymnastics                           | U. S.—Revolution   |
| Health and sanitation                | History  |
| Health and sanitation                | U. S.—Middle period (1789-1861)                          |
| First aid in illness and injury      | History  |
| Health and sanitation                | U. S.—War of 1812  |
| Tuberculosis                         | History  |
| History                              | U. S.—Mexican War  |
| Ancient                              | History  |
| History                              | U. S.—Civil War  |
| Canada                               | History  |
| History                              | U. S.—Since the Civil War                                |
| China                                | History  |
| History                              | U. S.—Separate states and separate sections of the U. S. |
| England                              | History  |
| History                              | Wisconsin  |
| France                               | Holidays   |
| History                              | Industries   |
| Germany                              | Insects  |
| History                              | Inventions   |
| General history                      | Indians  |
| History                              | Language   |
| Greece                               | Machinery  |
| History                              | Man—Primitive  |
| Italy                                | Manners  |
| History                              | Manual training  |
| Japan                                | Memorial Day annuals                                     |
| History                              | Myths  |
| Medieval                             | Natural Science  |
| History                              | Navies   |
| Mexico, Central America, West Indies | Painting   |
| History                              | Peace  |
| Modern                               | Photography  |
| History                              | Physics  |
| Rome                                 | Pictures   |
| History                              | Plants   |
| Russia                               | Plays  |
| History                              | Poetry   |
| Scandinavian countries               | Quotations   |
| History                              | Recitations and readings                                 |
| Scotland                             | Roads  |
| History                              | Sculpture  |
| Spain                                | Songs  |
| History                              | Vocational guidance                                      |
| U. S.                                |  |

Occasionally the material filed should be gone over and that which is of little or no further use discarded.

**Note.** The geography material, if preferred, may be arranged by names of countries, without the use of the heading "Geography." Likewise the material on some special phase of agriculture, such as **soils**, may be filed without the heading "Agriculture." History material may be filed under the name of the country. This will scatter the material in the files, but may require less instruction in the use of the filing system.

### Training in the Use of Filed Material

**Grades.** 6-7.

**Class.** Geography, or general exercises.

**Material.** See the article on Pamphlets and Clippings, page 75.

When enough pamphlets and clippings have been filed to make it worth while, the pupils should be given training in readily finding the material on any given subject which is contained in the collection. For this purpose, have at hand a list of the subject-headings used. Then ask the pupils to find and bring to the class what there is in the collection on given subjects. When this training has been given, they should be expected voluntarily to make use of the filed material in connection with their studies. The teacher should in advance ascertain what the pamphlet boxes and folders contain which will be of use in the various classes, so that he may properly direct the pupils in this kind of reference work.

### THE DAILY NEWSPAPER

**Object.** To help the young people to become intelligent, discriminating, and purposeful readers of daily newspapers; to "connect newspapers with daily life interests of pupils as citizens of to-morrow."

**Grades.** 8-10.

**Class.** Civics or history (or general exercises in graded school or high school). Special features may be studied in other classes; for example, advertisements and market reports may be taken up in commercial classes.

**Materials.** Enough duplicate copies of the same issue of a large city daily which circulates in the community to supply one to each member of the class; one or more issues of several other daily newspapers of the same date. A daily which comes regularly to the school.

### Analysis of Contents

With the same issue of a daily newspaper in their hands, have the pupils classify the contents under: (1) news; (2) editorials; (3) special articles, such as those dealing with history, geography, and science; (4) advertisements; (5) illustrations (including cartoons and comics); (6) Fiction

(short stories, continued stories); (7) practical advice and useful information on household arts, health, agriculture, and the like; (8) information respecting the paper itself (terms of subscription, etc.); (9) book reviews, musical, dramatical, and art criticisms.

In the course of this analysis, make the distinction between general news and classified news, by the former being meant that which is arranged "hit and miss" and by the latter that which is arranged by subject, such as society news, sporting news, and market reports. Note that the number of news articles given on the first page is increased by beginning articles there and continuing them elsewhere. Observe that the local news is usually assembled on one page.

Have the class note the location of these various features of the paper. Study in a similar way some other newspaper and note the differences.

As a result of this analytical study, the pupils should know: (1) that the principal general news is given on the front (first) page; (2) that less important news is placed on other pages; (3) that certain classes of news, unless of sufficient importance to be placed on the front page, are grouped together, such as (a) society news, (b) sporting news, (c) market reports; (4) that the editorials are on a certain page, which usually also has at the head of the first column the terms of subscription and other information respecting the paper itself; (5) that, supplementing the news, there are likely to be historical, biographical, geographical, scientific, technical, and other articles on topics of current interest; (6) that additional material is likely to include practical advice and useful information (health, fashion, patterns, sketches, etiquette), humor (in columns or scattered jokes,) book reviews and other criticisms (musical, etc.); (7) where the larger display and the classified advertisements are located and where the terms to advertisers are given; (8) the object of cartoons.

Miscellaneous matter inserted to fill up space, known as "fillers" (usually reprinted from other papers) should be pointed out by the teacher and the pupils taught to recognize it as far as possible; such material, unless it is especially connected with the interests of the reader, should be left unread.

### **Selection and Classification of General News**

Bring to the attention of the pupils the different kinds of general news as to the place of origin; that is, foreign news, national news, state news, and local news. Give an exercise in classifying the news on this basis in an issue of some daily paper a copy of which is in the hands of each pupil.

Now teach the classification of news by subject; that is political news, war news, police news and crime, commercial news, shipping news, educational news, sporting news, society news, etc. Point out the harmful effect of paying too

much attention to news of crime, sporting news, and trivial news. Distinguish between significant news, news that will be important in the future, and trivial news, news which will be forgotten to-morrow or next week. Show that some news stories are mainly for entertainment.

Divide the class into groups of two or three, or other convenient number. Have each group clip the most important news from some daily paper or papers each day for, say, a week and arrange the clippings on a bulletin board where all may read them. Restrict the total space available. Ask the class questions on the news posted from day to day. At the end of the week mark the standing attained in view of the good judgment shown in selection.

Have each pupil make a series of clippings showing the development from day to day of some important piece of news.

A similar exercise in selecting and arranging the clippings by subjects would be helpful.

A competition in selecting a set of cartoons and interpreting them would be worth while.

### **How a Newspaper is Made**

Have the class compare the amount of reading in a large daily newspaper (60,000 to 80,000 words) with that of a good-sized library book. It will be about the same. Compare their cost. The newspaper sells for one or two cents; the library book for perhaps eighty cents. Compare the number printed; newspapers perhaps several hundred thousand, books only a few thousand as a rule. Compare the time required to produce each; the book several months, perhaps, the paper a few hours, some parts of it only a few minutes. Practically all news up to 2 o'clock in the morning is included in a morning paper which goes to press a few minutes later and is printed, folded, and ready for distribution by about 3:30 o'clock (the early mail edition, 1:30, and the local edition, 4:30, not included). It must then be distributed within a radius of two or three hundred miles inside of a few hours. In the case of an evening paper, news up to about 2 o'clock is included and yet at about 3:30 to 5 o'clock the newsboys are on the streets selling it. Many newspapers print several editions daily. The class should be made to realize, that all this requires a most efficient and smoothly working organization. Speed is of course the great need from first to last. In this connection, have the class find out when the morning papers reach their town and when the evening papers come.

In company with the teacher, a visit should be made by the class to some newspaper establishment and the various steps in the making of the paper observed. Previous ar-

rangement will have to be made with the publisher, and it would be well for the teacher to observe the process himself before making the visit with the class. Such instruction should be given the pupils before their visit as may be necessary to awaken their interest and enable them more quickly to interpret what they will be shown. If the plant of some daily newspaper is not within reach, use should be made of that of the local weekly paper; this will to an extent help the class understand a description of the making of a daily paper. A carefully arranged excursion to a neighboring city for the purpose of observing the process itself would be well worth while.

There are three departments concerned in the making of a newspaper. The **business department** sees to getting subscribers and advertisements, collects the money for these, pays the expenses, and must plan to have enough left to pay over to the owners of the paper a reasonable return on the money invested. The **editorial department** prepares what shall be printed in the paper. The **printing department** sees to the printing.

### Business Department

At the head of the business department is the business manager, who has as assistants the circulation manager, the advertising manager, and the cashier. The names denote their duties.

### Editorial Department

The editorial department has charge of (1) the news and (2) the editorials. First the news must be gathered; then it must be written, after which it is edited, that is, corrected or otherwise changed in form. At the head of all this work is the managing editor.

The gathering and writing of local news is supervised by the city editor. The actual work is done by reporters who work under his direction. When they hand in written "stories" or accounts of news, the city editor or the copy readers read them over and make such changes as may be necessary to put the articles in shape for publication within the space available. The copy readers also write the headlines.

The news of the state, nation, and foreign countries, which comes by telegraph, telephone, or mail, is in charge of the telegraph editor. This news is sent, as a rule, by some press association to which the paper belongs. The principal news distributing agencies are the Associated Press, which supplies news to both morning and evening papers, and the United Press, which serves evening and Sunday morning papers. These associations receive the news from correspondents located in many news centers. Newspapers usually supply news from their own localities to the press associations to which they belong. Newspapers also have their own cor-

respondents in different places to supplement the service of the press associations.

Certain editors have charge of special kinds of news; such are the sporting editor, society editor, and market editor, titles which are self-explanatory. An exchange editor clips and edits such material printed in other papers as may be worth reprinting.

The news editor has charge of "making up" the paper; that is, he arranges where each piece of news is to appear in the paper. For this reason, his work is done in the room where the type is set up by machine or by hand and known as the composing room.

The artists prepare the pictures or "cuts;" cartoonists, the cartoons.

A librarian is in charge of the reference books and other reference material. The latter includes short biographical sketches and photographs of prominent persons, which are filed so as to be ready for instant use when important news is connected with any one of them, such as election to office or death. This collection is known as the "morgue."

### The Editorials

"The editorials of a newspaper attempt to interpret and explain the news, or to make the news the basis of argument upon issues growing out of questions of the day. The attitude taken by a newspaper on the questions at issue is determined by what is known as its 'editorial policy.'"—*"Newspaper Writing and Editing,"* by Bleyer.

The editorials are written by the editor-in-chief, by an "editorial writer," or by some one else under his direction. Editorials are at times written by persons not in the regular employ of the newspaper or by members of the news department. The owners of the paper may determine the stand which the editorials shall take on certain questions. In such cases, the editor may at times express views opposed to those which he holds personally.

It is through their editorial columns that newspapers have performed many of their most valuable services to the public. This is especially true of those newspapers whose editorials are known to be sane expressions of unbiased opinion. A notable example is the influence exerted by the New York Tribune under the editorship of Horace Greeley, if some mistaken policies with respect to the Civil War are excepted.

### Printing Department

When the news, editorials, and advertisements have been written, how are they put into print?

The reading matter is set up on linotype or monotype machines, which are provided with a keyboard somewhat like that of a typewriter. Letters are impressed on molten type metal. Linotype machines set each line in a solid piece; monotype machines cast each letter separately—hence the names linotype and monotype. For parts requiring special type not provided by the machines in use, the typesetting is done by hand.

The type is placed in long pans known as "galleys." Proof is printed

from these on long sheets of paper, and after the necessary corrections have been made, as indicated by the proof readers, the type is put together in page form by so-called "makeup" men in the composing room.

The "forms" for the different pages are then taken to the stereotyping room. Here a mold or "mat" of each page is made on paper pulp. This is bent into semicircular shape in a casting box. Molten lead is poured into the casting box, thus making for each page a semicircular lead plate. These plates go to the press room, where they are locked in the cylinders of the printing press. Here they are automatically inked and pass over paper which is supplied from a great roll. In this way each plate prints a page of the newspaper. As the print paper passes through the press it is cut, automatically counted, folded, and the paper comes out ready for distribution.

### Why Read the Newspaper

Have the pupils tell why we should read the daily papers. Write on the blackboard the gist of the statements made. Discuss them and add to them. The following reasons are given in the way of suggestion.

1. To know what of significance is taking place in politics and government, commerce, industries, and other important departments of man's activities.
2. To learn about inventions and discoveries of various kinds.
3. To learn of new ideas and theories.
4. To keep in touch with the general trend of events.
5. To help us discharge our duties as citizens.
6. To help us protect our rights.
7. To increase our ability to serve others.
8. To increase our sympathy for our fellow man.
9. To help us in our daily work.
10. To add to the pleasure we take in life.
11. To provide recreation.
12. To take advantage of advertisements and market quotations.
13. To keep informed of the newer developments relating to health, household affairs, housing, and other matters concerned with the welfare of the individual.
14. To increase our general intelligence and to broaden our outlook upon life.

### How to Read Newspapers

Have the pupils estimate how much time it would take to read all except the advertisements in one of the daily papers most commonly read in their locality. This they can do by observing how long it takes to read one fairly representative column and then multiplying this time by the number of columns of reading matter. Suppose the average time of the class is two and a half hours. Have a similar estimate made of the time required to read one of the huge Sunday papers.

Ask them if they think it would be profitable to spend so



much time in that kind of reading. The large number and widely various needs of the readers, the haste with which the paper is prepared, the unreliability of much that passes for news, and the better use that could be made of most of this time, all point to the folly of such intensive reading of newspapers. The pupils, by questioning and instruction on the part of the teacher, can readily be made to see this.

They may now be asked to tell how much time they think can profitably be spent in reading the daily paper. A quarter of an hour daily, more or less, is ample for one who reads with facility. Ten minutes is often enough.

The problem is how to use these few minutes to the best advantage. There should be a definite plan of going about the reading of the paper. The following method is suggested: 1. Look over the headlines on the front page and select for reading only the parts in which you are or should be interested. 2. Turn to the editorial page and select for reading at least some of the comments on and interpretation of news and current issues, that is, the editorials. 3. Glance over the other pages to catch what is important. 4. When you have started to read an article which turns out to be of no interest or value to you, drop it and look for the next article worth while. Train yourself to be rapid in making such discoveries; don't waste your time by reading to the end and then finding you have been "sold" (like in reading skillfully worded advertisements parading as reading matter down to the very last line). It is well for the reader of newspapers to bear in mind that the summary is given at the beginning of an article. Often this summary or "lead" is all that one should read. It will usually disclose whether or not the rest of the article is worth reading. Skillful use of the headlines and "leads" will save much of the reader's time. 5. Glance through the advertisements and look more closely at those which may be of interest to you. 6. Time yourself for a while until you have the right habit as to time spent on daily papers.

Drill may with profit be given the class in reading a daily paper in this or some other effective way. Hand each pupil a copy of the day's paper, which they have not already read. Ask them to read the paper in, say, fifteen minutes. Collect the papers and have them write a summary of what they have read. Discuss the summaries with them, especially with reference to what they selected for reading. Give this exercise several times at intervals of a week. The discussions should include the consideration of the value of special features and classes of news. For instance: Is it worth while to spend a large proportion of the time devoted to the paper in reading the sporting page? The distinction between

trivial news and significant news should be made clear; the former, news forgotten the next day or the next week, the latter, that which will be of importance in the future, perhaps make history.

In connection with questions as to whether certain articles or statements of the paper are in accordance with the facts, the matter of judging the reliability of news should be discussed. The aim should be to prevent on the one hand the habit of thinking that because "it stood in the paper" it must be so and on the other hand the tendency to discredit all that does not agree with the preconceived notions of the reader.

The pupils may be asked to name some causes of unintentional mistakes on the part of newspapers. Among these the following may be mentioned: the dependence for practically all news on statements of eye witnesses and participants whose stories often differ greatly; going to press before the final returns are in, as in case of an election; misunderstanding of news reported by phone or telegraph; false reports for which the newspaper is not responsible; haste in order to get the paper out on time; typographical errors; unintentional errors in building a newspaper article on but few known facts; unconscious effects of prejudice, especially in political matters.

To the above may be added: the temptation to exaggerate a piece of news in order to create a sensation and help sell the paper (note the use of headlines in this connection); the reluctance to print anything to the disadvantage of the owner's interests, or of the party, faction, or issue which the paper is supporting; timidity with respect to influential persons and powerful organizations; "axes to grind" of various kinds. Nevertheless, newspapers as a rule endeavor to give their readers the facts as nearly as they can be ascertained.

In judging the reliability of what appears in any newspaper, the above sources of mistakes need to be kept in mind. The reader will often be helped in such judging by reading two papers with opposite interests and policies.

### **Practical Application**

Once a week, at least, there would be a general exercise in current events in which the things learned about newspapers should find practical application.

### **Local Weekly Newspapers**

The place filled by the local weekly newspaper in the smaller communities can be taken up with profit. Among

the topics which suggest themselves are: (1) promoting co-operation in the community; (2) giving publicity to local questions of public interest; (3) advertising local business firms; (4) defending local business against encroachments from the outside; (5) promoting movements for improvements in educational advantages, public recreation, and the like.

It would be well to invite the local editor to talk to the class on the services of the local weekly newspaper to the community.

### Trade Periodicals

The pupils should be made aware of the fact that practically every profession, trade, or industry has its periodical publications, often a bewildering number of them. In a farming community, the agricultural journals will serve as an example of these. They should be studied and used in connection with the work of the agriculture class. In cities, especially, a collection of trade periodicals should be looked over by the class, followed by a discussion of the importance of such publication to the occupations in whose interests they are issued.

### Further Information

To the teacher or student who desires fuller information with reference to newspapers, the following books are recommended:

Bleyer, W. G. Newspaper writing and editing. Houghton, Mifflin Co., Chicago. \$1.65.

Given, J. L. Making a newspaper. Henry Holt & Co., N. Y. \$1.50.

## MAGAZINES

**Object.** To introduce the pupils to those magazines with which they should be acquainted, to have them learn their principal characteristics, how to select magazines, how to read them, and how to use them for reference.

**Grades.** 8-10.

**Class.** Reading.

**Materials.** At least one copy, better several, of each of the magazines to be studied.

In order to help the pupils to help themselves in the selection of magazines for their future reading, it is recommended that a study be made of those in the following list. The publishers will doubtless be willing to supply sample copies for the purpose if the use to be made of them is explained. In many school districts, it is likely that copies of some of the magazines can be borrowed from resident subscribers. It would be well to have at hand copies of two or three

issues of each magazine to be studied. No attempt should be made to study a magazine of which a sample copy is not at hand.

American Magazine (N. Y.); Atlantic Monthly (Boston); Century Magazine (N. Y.); Collier's National Weekly (N. Y.); Delineator (N. Y.); Everybody's Magazine (N. Y.); Good Housekeeping (Springfield, Mass.); Harper's Magazine (N. Y.); Independent Weekly Magazine (N. Y.); Ladies' Home Journal (Philadelphia); Literary Digest (N. Y.); National Geographic Magazine (Washington, D. C.); Outlook (N. Y.); Popular Mechanics (Chicago); Review of Reviews (N. Y.); St. Nicholas (N. Y.); Saturday Evening Post (Philadelphia); Scientific American (N. Y.); Scribner's Magazine (N. Y.); Survey (N. Y.); System (Chicago); World's Work (N. Y.); Youth's Companion (Boston).

Two or three magazines should first be studied as a class exercise, the teacher questioning, directing, and helping in such a way as to make the pupils able to study the rest of the magazines independently. Place the following topics on the board and study each magazine with reference thereto, omitting such topics as are of no special significance so far as the particular magazine studied is concerned. Have the pupils first look through the magazine and then only refer to it as may be necessary in connection with the various topics.

In order to save time, it may be necessary to assign certain magazines to certain groups or individual members of the class to study and report upon to the rest of the class. However, no such reports should be made until the other pupils have at least glanced through one or more copies of the magazines to be reported upon.

**Publication items.** Name of magazine; where published; by whom published; editor, if well known; monthly or weekly; subscription price; price per single copy.

**Stories.** Does it contain stories (fiction)? Are the stories a principal or minor feature? Are any of them "continued stories?"

**Current events.** Does it seem to cover most or all of the important events or only a few or none?

**Editorials.** Are there editorials? Many or few?

**Contributors.** Are there articles by noted persons? By competent specialists?

**Travel.** Are there accounts of travels in our own country or foreign countries?

**Biography.** Are there accounts of noted persons?

**History.** Are there articles relating to past events?

**Nature and Science.** Are these given attention? If so, what phase (bird-life, plants, etc.)?

**Inventions.**

**Home.** Are there special articles on the home? Cooking? Sewing? House building? Children?

**Health.** Are there articles telling people how to keep well?

**Art.** Are music, painting, architecture given space?

**Poetry.** If poems are included, are they from present or past writers?

**Book reviews.** Are book reviews an important feature of this magazine?

**Sports.** Baseball, football, etc.

**Humor.** Are there collections of short "funny stories"?

Any longer humorous articles or stories?

**Peace.** Is the peace movement given a place? Are there accounts of wars?

**Finance.** Are there articles giving information of value to investors? Insurance?

**Advertisements.** Space taken up? Mixed with reading matter? Character of advertisements: reliable?

**Illustrations.** Many, or few, or none? Any colored illustrations? Do they impress you as being of value?

**Contents.** Is there a table of contents? An index?

**Other features** noted.

**Leading characteristics.** What do you consider to be the main features of this magazine? Is the material substantial or light and sketchy in character?

The summing up with reference to the magazines listed should include among others, the following points, (except date of establishment) which are given as a help to the teacher in giving these lessons. The summaries should, of course, be given in the pupils' own language.

**American Magazine.** Rather light and sketchy in character; readable; stories; some noted contributors; established in 1876.

**Atlantic Monthly.** A high class magazine; contributors are as a rule writers of good literature; such famous authors as Longfellow, Lowell, Holmes, Emerson, and Bryant were in their day contributors to this magazine; to enjoy reading it, requires considerable education and taste for good literature; articles on nearly all kinds of topics; stories; no illustrations; monthly; 1857.

**Century Magazine.** Beautifully illustrated; pays much attention to art; stories and other contributions especially well written usually by authors of established reputation; resembles Harper's Magazine; monthly; 1881.

**Collier's National Weekly.** Noted for its fearless editorials; stories; illustrations large and numerous; current events; weekly; 1887.

**Delineator.** Fashions the main feature; home and health topics; stories; large size; a woman's magazine; monthly; 1873.

**Harper's Monthly Magazine.** Stories and illustrations important features; "funny stories"; travel; a variety of topics of current interest discussed; like the Century Magazine; monthly; 1850.

**Everybody's Magazine.** General character much like that of the American Magazine; light, interesting reading, dealing with the topics and issues of the day; attacks abuses; contributions by persons of note; stories; monthly; 1903.

**Good Housekeeping.** Care of the house and home; fiction a prominent feature; health; high class contributors; for the women mainly; monthly; 1885.

**Independent.** Current events mainly; strongly favors the peace movement; able editorials; book reviews; no stories; good fun under the heading "Pebbles"; resembles the "Outlook"; Hamilton Holt, editor; weekly; 1848.

**Ladies' Home Journal.** A magazine for all departments of home life; contributions from noted men and women in every issue; editorials and illustrations leading features; for the women mainly; monthly; 1883.

**Literary Digest.** A weekly summary of important events and comments thereon quoted from editorials in leading newspapers and magazines; articles all short; reproductions of cartoons which have appeared in other periodicals and newspapers; book reviews; puts one in touch with events at little cost of time; 1890.

**Outlook.** Strong on current events with comment; able editorials on politics and religious topics (non-sectarian); stories and poetry; book reviews; first issue each month a magazine number; Lyman Abbott, editor; 1869.

**National Geographic Magazine.** Reliable articles on life and scenes in all parts of the world; profusely illustrated with half tones and colored plates; prepared by the National Geographic Society at large expense, provided for by annual subscriptions of a large membership; the best means for keeping up with geographic changes and of knowing the world as it is today; monthly; 1888.

**Popular Mechanics.** By means of numerous short articles and illustrations, describes the latest inventions and mechanical devices; a magazine for the boys and the men who are interested in making things and knowing how they are made and how they work; monthly; 1902.

**Review of Reviews.** Gives the substance of leading articles in principal magazines, also short articles of its own; cartoons from newspapers and other publications; record by dates of events of the month; many illustrations; monthly; 1890.

**Saturday Evening Post.** Popular stories, articles on leading current events and topics of popular interest, often by some of the most famous writers and other public men; commercial and business efficiency; short editorials; sketches of notable persons; weekly; 1728 (by Benjamin Franklin). Mostly for pastime reading; should be read with much judicious "skipping" of whole articles and stories.

**St. Nicholas.** A magazine for young folks; stories by good writers; well illustrated, some beautiful illustrations in colors; poems; nature and science; St. Nicholas League; Riddle Box.

**Scientific American.** Science, inventions, and patents are the chief concern; ships, warships, buildings, bridges, and structures of all kinds; illustrations many; weekly; 1845.

**Scientific American Supplement.** Much like the "Scientific American"; more valuable for reference, however; weekly; 1876.

**Scribner's Magazine.** Stories, many of them by the best writers;

travel; art; fine illustrations, some of them colored; somewhat resembles the Century Magazine and Harper's Monthly Magazine; monthly; 1887.

**Survey.** Deals mainly with the improvement of the condition of the poor, the insane, the weak minded, criminals, and other unfortunates; champions the cause of the working classes; fights abuses and vices of all kinds and suggests remedies; many illustrations; ably edited; weekly; 1897.

**System.** A magazine having for its object to teach effective business methods, whether in the office, store, workshop, or other place where business is transacted; illustrations many; monthly.

**World's Work.** Forceful articles and editorials on world and national events; contributions by leaders in the world's work; many striking illustrations; monthly; 1900.

**Youth's Companion.** Interesting stories for boys and girls by writers of reputation; topics of vital interest, such as health, politics, etc.; many anecdotes, humorous or serious; news with comment; touches most of the young people's interests; weekly; 1827.

**School weeklies.** Such weeklies as Current Events, The Pathfinder and The World's Chronicle, now on the township library list, are primarily summaries of news with more or less comment thereon. They should be so used as to help bring about the intelligent reading of daily newspapers. By pointing out the significant news, they serve as a guide to the pupils in the reading of the daily newspaper. It is a mistake to use these publications as a substitute for the daily newspaper, which every boy and girl should learn in school how to read. The beginning in the reading of news may be made in the kind of weeklies in question, say in the fifth grade, but gradually the change should be made to the daily newspaper, the weekly serving more or less as a guide to daily newspaper reading.

After the above instruction has been given, ask the pupils to select the five magazines from the list which they would prefer to have come to their homes. When their choices have been handed in, compare them and discuss their relative merits. As a basis for the discussion, assume, for example, that each home should receive (1) one magazine for recreational reading mainly (American, Everybody's, Harper's, Scribner's, Saturday Evening Post); (2) one for current events and comment (Collier's, Independent, Literary Digest, Outlook, Review of Reviews, World's Work); (3) one for the women of the home (Delineator, Good House-keeping, Ladies' Home Journal); (4) one for the men, especially (National Geographic Magazine, Scientific American, System); (5) one especially for the young folks (St. Nicholas, Youth's Companion).

Have the class choose again; then discuss their choices. Have them choose three only and then discuss their choices.

### How to Read a Magazine

Ask if it is advisable to read everything a magazine contains. Why not? Reasons to be given should include: every article does not meet every reader's needs and tastes;

too much time would be required which should be saved for reading which is more profitable to the reader or for other purposes; the reader should exercise his best judgment in selecting what he will read, in other words, make reading his servant, not his master. Advise the pupils to quickly cease reading an article which after reasonable effort seems too difficult, uninteresting, or which for other reasons seems to be of no value to them.

Ask how the pupils select what they want to read in a magazine. Suggest that they glance through it or look at the table of contents first and then select what they will try to read.

Compare the reading of magazines with that of newspapers. Since the magazines are more carefully prepared and since they deal to a larger extent with permanent interests, they should be read more carefully than the newspapers. Compare special articles in newspapers with those in magazines.

Have the pupils at the end of the month report on the reading they have done in magazines during the month. For this purpose they should take notes of their reading. Magazines should be subscribed for by the school if necessary for this purpose.

Call attention to some of the leading contributors to magazines. This will help the pupils in deciding what is most worth while in a magazine which they are reading.

### Use of Magazines for Reference

Ask the pupils to name the magazines studied in which there is most material for reference. Have them think in this connection of such topics as: Panama Canal; European War; aeroplanes; Panama-Pacific Exposition; submarines; irrigation; strikes; peace.

What advantage in reference material in magazines compared with that in books? More up-to-date; clippings can be made from magazines and filed under certain headings for future use; some specialists and noted people take time to prepare articles for magazines who do not write books; there are magazine indexes (Reader's Guide) which make available the material in all the leading magazines.

The pupils should learn about the volume indexes provided by most magazines valuable for reference. If feasible give an exercise in the use of one of these.

If the school is within reach of a public library, have the pupils learn how to use the Readers' Guide to Periodical Literature. The cooperation of the librarian will be necessary for this purpose; most librarians will gladly give the necessary help. Consult the librarian several weeks before you expect to give the lesson.



## CONDUCT OF LIFE AND VOCATIONAL GUIDANCE —REFERENCE

**Object.** To direct attention to material relating to choice of occupation and to ethics.

**Grades.** 8-9.

**Class.** Reading (or general exercises in grammar grades).

Call attention to the class number 170 (Conduct of life. Vocational guidance) in the table of classification (page 128). Discuss what the terms mean. Ask one of the pupils to go to the library and ascertain what books of this class it contains.

Discuss subject-headings which may help find material of this kind in the library by means of the card catalog. Following is a suggestive list. Each pupil is to find and report on one or more articles referred to in the card catalog.

Occupations; Occupations—Dangerous; Success; Vocational guidance; Character; Conduct; Courage; Friendship; Honesty; Kindness; Manners; Obedience; Patriotism; Temperance.

The use of a concordance to the Bible will of course make available much ethical material.

**Exercise.** The source of each answer is to be given. 1. Find and report on an article treating of the advantages and disadvantages of farming as an occupation (for the boys). 2. On stenography (for the girls). 3. On that occupation in which you are most interested. 4. Talk with some one who is engaged in this occupation and get his or her opinion on its advantages or disadvantages, etc., and compare with what you have read. 5. Tabulate the occupations of the thirty-three state senators. Which occupation seems to give the best opportunity for a political career? 6. Read and report on an article treating of honesty. 7. Of anger. 8. Of table manners.

## CONDUCT OF LIFE AND VOCATIONAL GUIDANCE —GENERAL READING

It is not likely that pupils will care to read in its entirety any one of the books included under Conduct of Life in the township library list. As a rule the most effective use of these books can be made by the teacher's reading from them to the school and commenting on what is read. Yet some of the pupils will be interested in looking through such books and may read parts which have a direct bearing on moral questions which they are "up against." They may be effectually influenced for the right by such reading, provided it has not been thrust upon them.

Fables, folklore, fairy tales, and biography are valuable sources of general reading bearing on conduct of life.

\* Some general reading relating to vocational guidance can be brought about by interesting the pupils in the choice of a vocation. Among the titles now on the township library list which lend themselves to this purpose may be mentioned.

Cabot. Ethics for children; Drysdale. Helps for Ambitious Boys (7-12); Drysdale. Helps for Ambitious Girls (7-12); Marden. Training for Efficiency (7-12); Stoddard. What Shall I Do? (7-10); Waterman. Boy Wanted (5-8); Weaver. Vocations for Girls (7-12).

## MYTHOLOGY—REFERENCE

**Object.** To give training in looking up mythological allusions and general information with respect to mythology.

**Grade.** 6.

**Class.** Reading.

Explain: 290 Myths (from the table of classification). Illustrate what is meant by myths by relating or reading some typical examples, such as: the story of Prometheus; the Gorgon Medusa; the labors of Hercules; the hammer of Thor. Call attention to the connection of these myths with the religion of the ancients.

Ask the pupils to ascertain what books of this class are in the library.

Discuss and make a short list of subject-headings useful in finding material on mythology by using the card catalog. Examples of such headings are: Mythology; Mythology-Greek and Roman; Mythology-Norse; Trojan war. Have each pupil find some mythological material by means of the card catalog.

**Encyclopedia.** General encyclopedias contain, as a rule, readable accounts of myths. In Champlin's Cyclopaedia of Literature and Art, there is given mythological information in connection with description of paintings and sculpture; also such material is included in his Cyclopaedia of Persons and Places.

**Dictionary.** Brief accounts are given of gods and heroes in the unabridged dictionary, as was learned in the lesson on Noted Names in Fiction, page 41.

**Exercise.** Pupils are in each case to state the source of the information.  
1. Who were the Argonauts? 2. Who was Odin? 3. Theseus? 4. Find and read an article on the creation of the world as told in Norse mythology.

5. Find and read a brief account of Ulysses.
6. Of the Delphic oracle.
7. Of Neptune.
8. In gulfs enchanted, where the **siren** sings. (Explain.)
9. Chiefs, ye are both great warriors and loved by Father **Zeus**. (Explain.)
10. The praise of **Bacchus** then the sweet musician sung. (Explain.)

## MYTHOLOGY—GENERAL READING

Mythology being an expression of the beliefs of the childhood of the race, must, if interestingly and simply told, appeal to the young reader. Among the books on the township library list now (1915), the following may be mentioned.

Baldwin. Old Greek Stories (3-5); Brown. In the Days of Giants (5-6); Foster and Cummings. Asgard Stories (3-5); Gale. Achilles and Hector (4-7); Hawthorne. Tanglewood tales (5-9); Hawthorne. Wonder-book (5-9).

## GOVERNMENT—REFERENCE

**Object.** To give some training in finding information helpful to the citizen and voter in discharging his duties to the state and the nation.

**Grades.** 8-10.

**Class.** Civics.

Copy on the blackboard and discuss the following from the table of classification: 320 Government; 327 Peace; 330 Conservation.

The pupils are to find what books the library contains with the above class numbers.

With the participation of the class, make out a list of subject-heading for locating information by means of the card catalog. Each pupil is to report on one or more articles found by means of such headings. Following is a suggestive list.

Citizenship; City government; Civil service; Conservation, County government; Courts; Government; Immigration; Naturalization; Parliamentary practice; Peace; Postal service; Public lands; Tariff; Taxation; Town government; U. S.—Census; U. S.—Constitution; U. S.—Politics; U. S.—Statistics; Wisconsin—Government; Woman suffrage.

**Blue Book.** Briefly review the lesson on the Wisconsin Blue Book with special regard to reference work in government and politics.

**World Almanac.** Especially useful for up-to-date information on elections, parties, federal government, etc. Review this feature of the lesson on the almanac (page 66).

**Congressional Directory.** It would be worth while to send to your congressman or senator for the latest edition, there being a new issue for each session of Congress. A short lesson should be given on its contents.

**Encyclopedia.** Considerable information relative to government and politics is contained in general encyclopedias; this is more especially true of general discussions of governmental matters.

**Robert's Rules of Order.** Pupils in the civics class should be taught a few of the simpler rules of parliamentary practice, so that they will know how to take part in or preside at a deliberative meeting. Especially should they learn how to consult Robert's Rules of Order when in doubt as to the correct manner of procedure. Some lessons for this purpose should be given to the civics class.

**Wisconsin Memorial Day Annual.** Call attention to this publication as a source of material on patriotic citizenship and on the peace problem.

**Exercise.** In each case the source of the information is to be given.

1. Find an article on the civil service.
2. Who is the present governor of Pennsylvania?
3. Find and report on an article on the income tax.
4. Make out a list of the present representative and senators from Wisconsin and to what party each belongs.
5. What is the amount of the national debt of the U. S.?
6. About what does it cost to run the government of the U. S. annually, including army and navy and pensions?
7. Find an article on the tariff.
8. How many immigrants arrived in the U. S. last year?
9. How much was expended by the state government for all purposes during the last fiscal year (year ending June 30) for which you can find the figures?
10. What is meant by moving "the previous question?" What is necessary in order that such a motion may prevail?
11. Find an article on town government.
12. How many modern battleships has the U. S.?
13. Find an article (not in your textbook) on how foreigners may become citizens.
14. About what does the U. S. expend annually for the army and navy?
15. Find an article on woman suffrage.

## GOVERNMENT—GENERAL READING

Although general reading relating to civics is of pre-eminent importance in a democracy, yet there is a greater dearth of good material intended especially for this purpose, so far as books are concerned, than is true of most other kinds of reading. Fortunately newspapers and magazines teem with readable articles in this field. Among the books on the township library list that somewhat meet the requirements for this class of general reading are:

Haskin. The American Government (7-12); Hill. Lessons for Junior Citizens (5-7); Rolt-Wheeler. Boy with the U. S. Census (7-9); Boy with the U. S. Survey (7-9); Boy with the U. S. Foresters (7-9); Price. The Land We Live In (6-10).

Biographies of famous statesmen provide good general reading which has a bearing on civics. For titles see township library list.

## FAIRY STORIES, FABLES, FOLKLORE AND LEGENDS—REFERENCE

**Object.** To give the older pupils some knowledge of the sources of this class of stories, to the end that better choice may be made in selecting such reading for the younger children or for themselves; to help make available this form of literature for purposes of story telling; and to facilitate reference work with allusions.

**Grades.** 7-8.

**Class.** Reading.

Discuss the meaning in the table of classification on page ..... of

398 Fairy Stories, Fables, Folklore, Legends

Call to mind a familiar story of each kind; for example: The Sleeping Beauty (fairy story); any of Aesop's fables; Hans in Luck (folklore story); King Arthur stories (legend). The distinction cannot always readily be made between these different kinds of stories. Folklore has been defined as "the beliefs, customs, and traditions of the common people." Here it is used to denote those folk stories which have come down to us from the dim and distant past, having originated among the common people and having been handed down by word of mouth from generation to generation. Fairy tales, fables, and legends of similar origin are in reality folklore. Those which have been invented by writers within recent times are usually known as modern fairy tales. Examples of the latter are: Alice in Wonderland and the stories of Hans Christian Andersen. This distinction should be explained to the class.

The class is to find out by inspection what books of the 398's are on the shelves.

Discuss card catalog subject-headings which will help locate such stories in the library. Among these would be: Fables; Fairy tales; Folklore—Sweden (or other country); Legends. Each pupil should use the card catalog in finding some of this material in the library.

**Dictionary.** The unabridged dictionary contains brief explanations of popular fairy tales. See lesson beginning on page 41.

**Champlin's Cyclopaedia of Literature and Art** contains synopses of fairy tales and folk stories.

**Exercise.** The source of the information is to be given in every case.

1. Give an account of Androclus and the lion.
2. Find the longest account of Beauty and the Beast that the library contains.
3. Who were the Forty Thieves?
4. What was the Siege Perilous?
5. Find every account of Cinderella which the library contains.
6. Tell the story of the dog in the manger.
7. Of the crow and the pitcher.
8. What is meant by being a catspaw for some one else?
9. Name four stories of the Arabian Nights
10. Who were the Wise Men of Gotham?

## FAIRY STORIES, FABLES, FOLKLORE, AND LEGENDS—GENERAL READING

The telling of fairy stories to children before they can read is one of the best ways to incite a desire to learn to read, so that they can read the stories themselves. Little effort on the part of the teacher will be required to bring about the reading of such stories when the pupil can once read sufficiently well to help himself. A natural craving for the exercise of the imagination is thus satisfied and worthy ideals and pleasing mental images are stimulated.

There is so much good reading in this field that it is unnecessary to devote time to the mediocre books so plentifully offered for sale. Other things being equal, true folk stories are to be preferred, as they express the desires and longings and outlook on life and nature of the childhood of the race and so find, as it were, an answering echo in the child of today.

Among the present township library books of special value for this kind of reading are:

Aesop. Fables (3-5); Andersen. Stories (3-5); Arabian Nights (4-7); Baldwin. Fairy stories and fables (2-3); Barrie. Peter and Wendy (5-7); Browne. Wonderful Chair (3-5); Carroll. Alice's Adventures in Wonderland (3-5); Collodi. Pinocchio (3-5); Craik. The Adventures of a Brownie (3-5); Craik. Little Lame Prince (4-5); Frost. Knights of the Round Table (6-8); Grimm. German Household tales (3-5); Harris. Uncle Remus (5-9); Holbrook. Book of Nature Myths (2-4); Jacobs. Celtic Fairy Tales (5-6); Kingsley. Water-babies (4-7); Ruskin. King of the Golden River (3-6); Scudder. Book of Legends (3-5); Thorne-Thomsen. East o'the Sun and West o'the Moon (4-6).

## SCIENCE AND NATURE—REFERENCE

**Object.** To give training in finding information on rocks, minerals, plants, animals, and other nature subjects and in looking up allusions thereto.

**Grades.** 6-8.

**Class.** Geography, physiology, or agriculture.

Copy onto the blackboard the class numbers and subjects tabulated under Natural Science, page 128. Discuss what each subject means. Send pupils to the library to find what books for each class number are at hand.

With the participation of the class, make out a short list of subject-headings under which references would likely be given in the card catalog. Require several of the references found in the card catalog to be looked up in the library books by each pupil. A representative list of such headings follows:

Comets, Meteors, Moon, Stars, Sun; Electricity, Telegraph, Telephone; Minerals, Granite, Iron, Rocks, Diamonds; Man—Prehistoric, Cave-dwellers, Tree-dwellers; Plants, Flowers, Forests and forestry, Seeds, Shrubs, Trees; Animals—Training, Domestic animals, Bears, Elephants, Lions, Tigers, Whales; Insects, Caterpillars, Flies, Mosquitoes; Fish and fishing, Fisheries; Birds, Birds—Protection, Canary birds, Nests, Ostriches, Parrots.

**Champlin's Cyclopaedia of Natural History.** Briefly review the lesson on Champlin's Cyclopaedia of Natural History (page 58).

**Hornaday's The American Natural History.** If this is in the library, it should receive special attention as a source of information on animal life. Also *Our Vanishing Wild Life* by the same author.

**Encyclopedia.** The encyclopedia is an important reference source on scientific subjects, and should be given attention in this connection. Champlin's Cyclopaedia of Common Things also supplies some information of this kind.

Considerable scientific information may be gleaned from the unabridged dictionary.

**Arbor and Bird Day Manual.** Review briefly the lesson on the Wisconsin Arbor and Bird Day Manual, with special reference to its use as a source of material on forests and birds.

**Exercise.** In each instance state the source. 1. Make a list of all the material in the school library on the subject of the moon. 2. What minerals make up granite? 3. Find a brief account of the stone age. 4. What is there in the library to help you learn the name of a plant of which you have a specimen at hand? 5. Of a bird which you have seen? 6. Where are the national forests of the U. S. located and about how much area do they cover? 7. Give the life history of the mosquito. 8. What fundamental difference is there between whales and true fishes? 9. Find and read an article on fossils. 10. About how many bisons (American buffalo) are there in existence at the present time?

## SCIENCE AND NATURE—GENERAL READING

**Animal stories.** These make an especial appeal to children; they teach kindness to animals, lead to habits of observing them, and may help to awaken interest in the reading of books dealing with the scientific aspects of animal life. Among the titles on the township library list illustrating this type of books, with the grades for which suitable, given in parenthesis, are:

Brown. Rab and His Friends (7-12); Burroughs. Birds, and Bees, Sharp Eyes, and Other Papers (7-12); Craik. Bow-wow and Mew-mew (2-3); Drummond. Monkey that Would Not Kill (5-9); Kipling Jungle Book (6-12); Long. Little Brother to the Bear (5-8); Long. Ways of Wood Folk (5-8); Muir. Stickeen (8-12); Roberts. Watchers of the Campfire (7-12); Seton. Biography of a Grizzly (6-12); Seton. Krag and Johnny Bear (5-8); Sewell. Black Beauty (4-6); Velvin. Wild-animal Celebrities (6-10); Noel. Buz (4-6); Burroughs. Bird Stories (6-12); Roberts. Lord of the Air (7-12).

**Primitive man.** Well-told stories of primitive man touch deep-seated instincts in the child and so awaken keen interest. Following are some of the titles at present on the township library list.

Dopp. The Early Cave-men (2-3); The Early Sea-people (4-6); The Tree-dwellers (2-3); McIntyre. Cave Boy of the Age of Stone (3-5).

**Electricity.** This subject is of peculiar interest to most boys. The type of book which will appeal to them as general reading is represented by:

Collins. The Wireless Man; Houston. The Boy Electricians.

**Other books on natural science topics.** As a rule, books about plants are more suitable for reference than for general reading. When, however, plants are being studied at first hand in regard to which there is material for general reading in the library, the occasion may be utilized to bring about its reading by at least some of the pupils. What is here said about books on plants will largely apply to other nature books in the library.

## USEFUL ARTS—REFERENCE

**Object.** To give training in the use of reference material in the useful arts, especially industries and inventions, agriculture, and domestic science.

**Grades.** 6-7.

**Class.** The general lesson (first three paragraphs which follow) in the physiology and hygiene class or in the agriculture class.

Place before the class the numbers and headings under Useful Arts in the table of classification (see page 128). Send pupils to the library to report on what books are contained in each division (600, 613, 614, etc.). This will give a general idea of what is included in the 600's or Useful Arts.

Discuss what subject-headings in the card catalog would probably reveal material in the school library on the useful arts.



Among these would be, for industries: Industries, Clothing, Cotton, Petroleum, Salt, etc.; for agriculture: Agriculture, Animals—Diseases, Corn, Dairying, Eggs, Farm conveniences, Feeds and feeding, Horses, Oats, Potatoes, Poultry, Wheat, etc.; for health: Accidents, Antiseptics, Bacteria, Contagious diseases, Disinfection, Emergencies, Hygiene, Tuberculosis, etc.; for cooking, homework, and sewing: Cooking, Domestic science, Food, etc. Each pupil should find several of such headings in the card catalog and then the material referred to.

### Industries and Inventions

**Grade.** 7.

**Class.** Geography.

The principal sources of information relating to industries and inventions likely to be available in the school library are: the books given the class number 600 in the township library list; references from the card catalog; Champlin's Cyclopaedia of Common Things; a general encyclopedia; World Almanac; geographical and historical works; biographies of inventors and industrial leaders.

The use of reference material on industries is given attention in the lessons on geographic reference work. (See page 110).

**Exercise.** 1. Give an account of the invention of matches. 2. Name six inventions made by Edison. 3. Who invented the telephone and when? 4. What was the total value of the gold mined in the world the last year for which you can find the figures? 5. In the U. S.? 6. How many persons in the U. S. are engaged in the railroad industry?

### Health and Sanitation

**Grades.** 6-7.

**Class.** Physiology and hygiene.

As sources additional to the books under the 614's on the shelves and references in the card catalog, have the pupils look over a collection of Farmer's Bulletins and select those which deal with health topics. If there are none at hand, send for some listed in the back part of the township library list. Publications of the State Board of Health and other bulletins and clippings on this subject should be on file for reference. The bulletin entitled The Great White Plague, issued by the State Superintendent, should be in every school library. Fire prevention and treatment of burns were given space in the Arbor Day annuals of 1912 and 1913.

**Exercise.** 1. Look over a list of Farmers' Bulletins and select those which deal with health topics. 2. Find in the library an article on the

prevention of tuberculosis. 3. On lockjaw. 4. How many deaths from tuberculosis in the U. S. annually? In Wisconsin? 5. Find an article on precautions in the use of gasoline. 6. Give some statistics with regard to the number of deaths from cancer. 7. Find a list of antidotes against poisons. 8. Find an article on disinfectants and tell how to use one of them.

### Domestic Science

**Grade.** 8.

**Class.** Domestic science.

Briefly review as additional sources of information in domestic science Farmers' Bulletins (page 68) and Farmers' Institute Bulletins (page 71). Pamphlets and clippings on file should also be consulted.

**Exercise.**—1. What books are there in the library on cooking? Sewing? On other domestic science topics? 2. Find a receipt for making green corn soup; creamed potatoes; custard. 3. Find an article on the various cuts of meat. 4. On the fireless cooker. 5. On removing stains from cloth. 6. On sweeping and dusting. 7. Discuss the furnishing of a sitting room, basing your remarks on an article found in the library. 8. Look for some material on keeping household accounts. 9. By means of suggestions in library books or pamphlets and clippings, make out a menu for an evening meal of ten persons, several of them being invited guests. 10. Read and report on a receipt for canning cherries.

### Agriculture

**Grades.** 7-8.

**Class.** Agriculture.

Review briefly the lessons on Farmers' Institute Bulletins (page 71). Farmers' Bulletins (page 68), Yearbook of the Department of Agriculture (page 70), Agricultural Bulletins and Circulars issued by the State Agricultural College (page 70).

If there is a cyclopedia of agriculture available, instruction should be given in its use. At present (1915) Farmer's Cyclopedia of Agriculture, by Wilcox and Smith, is on the township library list. Ask the class to look through this work with special reference to how information therein contained may be found (index and table of contents and alphabetic arrangement of topics in the body of the book). The Farm and Garden Rule—Book, by Bailey, and Handbook for Farmers and Dairymen, by Woll contain much agricultural reference matter.

If there are pamphlets and clippings on agriculture among the filed material, for which directions are given on page 69 and 76, the class should look this over.

Some agricultural information will be found in general

encyclopedias; also in Champlin's Cyclopaedia of Common Things. Agricultural statistics are included in the World Almanac and the Wisconsin Blue Book.

Specific information on agricultural topics can be secured by writing to the U. S. Department of Agriculture or to the State Agricultural College.

**Exercise.** Give the source of information in each case. 1. What books of agriculture in the library? 2. Find an article on how to get rid of Canada thistle. 3. What is the average yield of corn per acre in the U. S.? In Wisconsin? 4. Find an article on the preservative treatment of fence posts. 5. On the treatment of heaves in horses. 6. Look over a list of Farmers' Bulletins and select several which you think would be of special value in your home library. 7. What is the average value per acre of farm land in the United States? In Wisconsin? 8. How many pounds per bushel of apples? Buckwheat? Corn on the cob? 9. Has the number of horses in the U. S. decreased during the last few years? How about the average value? 10. Find the most complete and helpful article in the school library on the growing of strawberries.

## USEFUL ARTS—GENERAL READING

Most of the books in this class are intended for reference and supplementary reading and for the guidance of the teacher in the various topics included. As illustrations of the type of books which are suitable for general reading, when sufficient interest in the subject has been aroused, the following may be mentioned:

Corbin. The Romance of Submarine Engineering (7-12); Forman. Stories of Useful Inventions (6-9); Hill, Fighting a Fire (6-10); Kirby. Aunt Martha's Corner Cupboard (3-6); Moffett. Careers of Danger and Daring (6-10); Rolt-Wheeler. Boy with the U. S. Fisheries (7-9).

Good periodical literature in the fields of agriculture and domestic science should be read in the school to an extent sufficient to interest those concerned and to give training in selecting and effectively doing such reading. The reading of two or more agricultural journals should form part of the requirements of the agriculture class. The girls in the domestic science class, or if there is no such class, then in the agriculture or some other class, should be required to do some selective reading in two or more of the best women's magazines.

## FINE ARTS—REFERENCE

**Object.** To give training in finding information relative to art and artists, games and sports.

**Grades.** 7-8.

**Class.** Reading or general exercises.

Place on the blackboard the list of the divisions in the class Fine Arts as given in the table of classification on page 128; namely, 730 Sculpture, 750 Painting, 770 Photography, 780 Music, 790 Amusements and Sports. Discuss with the class the kinds of books which would be placed in each division. Ask them to find on the shelves what books there are in these various divisions.

Then consider what subject-headings should be looked for in the card catalog in finding material on these topics. Among the headings would be: Architecture, Art, Artists, Drawing, Music, Musicians, Songs, Painters, Painting, Sculptors, Sculpture, Boats and boating, Boy Scouts, Camping, Games, Parties, Sports. Require that the pupils find references under several of these headings. Assign headings under which references are likely to be found in the card catalog at hand.

Review briefly the lesson on Champlin's Cyclopaedia of Literature and Art (page 59) with special reference to art.

If Champlin and Bostwick's Cyclopaedia of Games and Sports (formerly on the township library list) is in the library, ask each pupil to glance through it to get an idea of its contents.

In 1911 a bulletin entitled Plays and Games for Schools was issued by the State Department of Education and distributed to all schools in Wisconsin. If this is at hand, it should be examined by the class; especially should that feature of the index to games be noted which gives the number of players required for each game, the grade of pupils for which suitable, and whether especially for boys or girls. This will help in selecting games for any particular group of children.

Attention should be called to the patriotic songs contained in the Memorial Day annuals and the nature songs in the Arbor and Bird Day manuals.

Ask the pupils where they would look to find the best recent records in running, jumping, baseball, football, racing, etc. If they have had the lesson on the World Almanac, they will or should be able to answer the question. If not, give the lesson on the Almanac now as far as it relates to athletics and sports; or review it if necessary.

The encyclopedia as a source of information on art and artists should be referred to here. Sketches of the lives of famous painters and sculptors and accounts of celebrated paintings are examples of information of this kind which encyclopedias contain. Games and sports are also included.

The unabridged dictionary should also be remembered as a source of brief information in this as in most fields of knowledge.

If the school has access to a public library, call the atten-

tion of the class to some of the principal art reference books; for example: *Cyclopedia of Painters and Painting*, by Champlin and Perkins; *Cyclopedia of Music and Musicians*, by Champlin and Apthorp.

The exercise which follows is intended to illustrate the use of such reference material on fine arts as may be at hand. Pupils should bear in mind all the sources of information discussed in class and use them to the best advantage. Modify the exercise to suit the status of the pupils and the library.

1. Distinguish between two famous madonnas (paintings).
2. Give a short account of *The Horse Fair* (painting).
3. *Laocoon* (sculpture).
4. What was the origin of the air to which the *Star Spangled Banner* is sung?
5. What are some of the distinguishing features of Gothic architecture?
6. Find an article telling how to construct a canoe (or boat or houseboat).
7. What is the best record ever made in the hundred yard run, by whom, and when?
8. In walking one mile?
9. Find descriptions of five games suitable for ten upper grade boys at a picnic.
10. Who painted the picture entitled *the Monarch of the Glen*? Give a brief account of his life.
11. Select a song suitable for Washington's birthday.
12. For Thanksgiving.

## FINE ARTS—GENERAL READING

When reprints of great paintings, such as the Perry pictures and others of that type, have been shown to the school and interest aroused, then the reading of books telling of the life and work of great artists may be suggested; for example: *Landseer* by Hurl, *Stories of famous pictures* by Powers, *Child of Urbino*, by Ramee, and others on the township library list.

Boys will be interested in browsing in some of the books listed in the township library list under the caption *Amusements, Games and Sports*, especially those which tell how to construct things useful in camping and other forms of recreation. As examples, may be mentioned *Harper's Outdoor Book for Boys*, *Boat-building and Boating for Boys*, *The Boy Pioneers*, *Boy Scouts of America*. Likewise girls will take to books exemplified by *American Girl's Handy Book*, *Book of the Campfire Girls*, *When Mother Lets Us Give a Party*.

## LITERATURE—REFERENCE

**Object.** To give some training in finding quotations, literary allusions, poems, plays, and other literary productions.

**Grades.** 7-8.

**Class.** Reading.

**The 800's.** Have before the pupils the table of class numbers included in the 800's (page 128). Send a pupil to the library to report what books are there which come under Standard Prose and Adaptations (+800); similarly for Collections of Prose and Poetry (+808); Quotations (+808.8); Poetry—Individual Authors (+811); Poetry—Collections (+811.8); Plays (+812).

Now ask such questions as the following:

1. In what class would you look for Longfellow's poems?
2. Shakespeare's plays?
3. A book of recitations?
4. A book of essays?
5. A Book of Famous Verse (title)?

### Literary Allusions

The habit of making reasonable use of reference books to learn the significance of literary allusions unfamiliar to the reader should be developed so far as reference material available will permit. If the material at hand is meager, there is all the more need of making use of what there is.

By literary allusions is here meant indirect references to some part or feature of the contents of literary works, including fiction, poetry, essays, folklore, mythology, and the like.

Review briefly the dictionary lesson on noted names in fiction; also that on Champlin's *Cyclopaedia of Literature and Art*.

In the following exercise the pupils are to look up the allusions and explain each passage with special reference to the allusion.

1. Like Pecksniff, he praised his fault as a virtue.
2. A very Falstaff for wit and humor.
3. Like Topsy, this little street urchin just "growed."
4. Every adventurous spirit must encounter Giant Despair in one form or another.
5. If you expect me to be your man Friday, you are mistaken.
6. It was the ambition of the author to make Romona the Uncle Tom's Cabin of the Indians.
7. His Lilliputian efforts were in vain.
8. In gulfs enchanted, where the Siren sings, and coral reefs lie bare.
9. From thy dead lips a clearer note is born than ever Triton blew from wreathed horn.
10. The question, What will Mrs. Grundy say? need not bother an honest and upright man.

### Authors and Their Works

The various sources of biographical information should be reviewed with special reference to authors (see page 112).

In Champlin's *Cyclopaedia of Literature and Art*, short accounts are given of books, arranged by title in alphabetic place. Such books as *Children's Stories in American Literature*, *Talks about Authors and Their Work*, *Seven Great American Poets*, *Four Famous American Writers*,

and Four American Poets, which are at present on the township library list, will be useful for reference here.

Author and title indexes in the List of Books for Township Libraries, and similar indexes in other booklists, including publishers' catalogs, will help to answer questions as to the authorship of books. On application to some of the leading publishers listed in the back part of the township library list and to leading general dealers in books, book catalogs may be secured which, together with the township library list, will give the pupils some idea of how to select and order books for home libraries.

Pupils are to find answers to the following or similar questions from the reference material at hand.

1. Who wrote: a. *Pilgrim's Progress*? b. *The Man Without a Country*? c. *The Talisman*?
2. Name the titles of: a. Three books written by Paul Du Chaillu; b. Two by John Burroughs; c. Two by Joel Chandler Harris.
3. Give a short account of Knickerbocker's *History of New York*.
4. Of the *Arabian Nights*.
5. Give a short account of the life of the author of *The Adventures of Oliver Twist*.
6. What was Mark Twain's true name? Name two of his works.
7. When did the following authors live: a. Shakespeare; b. Nathaniel Hawthorne; c. Harriet Beecher Stowe.
8. When and where did Louisa May Alcott live? Name five of the books which she wrote.
9. What book of poems on the township library list would you most like to add to your home library?
10. Submit to the teacher a letter ordering six books which you would like to read.

### Quotations

Teach the use of the quotation reference books on the List of Books for Township Libraries. At present (1915) these are: *Handy Dictionary of Poetry* and *Handy Dictionary of Prose Quotations*. If these are not at hand, use whatever book or books of the kind may be available.

If the class has access to a library which contains one of the more complete cyclopedias of quotations, for example, *Bartlett's Familiar Quotations* or *Hoyt's Cyclopedia of Practical Quotations*, instruction in the use of such a work may with advantage be substituted for that in the books above named. In that case, the necessary modifications in the lesson outlined below could easily be made.

First the members of the class should look through the books and learn, as far as possible without help, how to use them. In the succeeding class exercise note the arrangement, namely, alphabetically by subjects, followed by an index of authors, which in turn is followed by an index in which the quotations are listed alphabetically according to the leading word. Questions like the following, answered by the pupils by reference to the books while in class, will be necessary in order to make clear to all the method of arrangement and to enable every pupil to use the books with facility.

Find and read to the class one prose and one poetical quotation on each of the following subjects. Select that quotation in each case which most appeals to you. Find the quotations by means of the alphabetical arrangement in the body of the book.

1. sleep; 2. flowers; 3. kindness; 4. youth; 5 slavery.

What is the source (by whom, etc.) of each of the following quotations? Use the index to quotation.

1. He is the happiest of whom the world says least, good or bad.
2. God helps them that help themselves.
3. Great works are performed by strength and not by perseverance.

4. The bravest are the tenderest,  
The loving are the daring.

5. There was never yet philosopher  
That could endure the toothache patiently.

Give one quotation from each of the following authors:

1. Daniel Webster; 2. William Cullen Bryant; 3. John Greenleaf Whittier; 4. Benjamin Franklin; 5. Confucius.

When the above has been presented in class, assign as a lesson a test exercise like the following:

1. Who said: Three may keep a secret if two of them are dead.
2. Give that quotation on work which you like best.
3. On lying.
4. Who wrote:

Peace hath her victories,  
No less renowned than war.

5. Give a poetical quotation on home.
6. A quotation suitable for a toast on women.
7. A quotation from Ralph Waldo Emerson which you understand and appreciate.
8. From which author are there the most prose quotations?
9. Poetical?
10. Tell something about the author who wrote:

Man's inhumanity to man  
Makes countless thousands mourn.

### Scattered Sources of Quotations

The attention of the class should be directed to such sources of quotations as:

Arbor and Bird Day Manual (birds, trees, flowers, etc.); Memorial Day Annual (patriotism, Civil War, Washington, Lincoln, Grant, flag, peace, etc.); collections of prose and poetry (see the 808's and the 811.8's on the library shelves); poetry—individual authors (811's); essays (800's); subject headings in the card catalog like: Literature—Collections; Poetry—Collections; Quotations. The following is suggested as an exercise in the use of scattered sources of quotations; it will need modification to suit the material available.

1. In the Memorial Day annuals find and learn: a. a quotation on



Lincoln; b. a quotation from Lincoln; c. a quotation on Washington. 2. In the Arbor Day manuals find and learn: a. a quotation about trees; b. about birds; c. about flowers. 3. Select from a volume of poems by some one author a passage of two or more lines that can be considered as a quotation. 4. Do the same with some book of collections of poetry. 5. To what sources of quotations does the card catalog point (see under: Literature—Collections; Poetry—Collections; Quotations.)

### Public Library

If the resources of a public library are available, it would be well worth while to give some instruction in the use of: a concordance to Shakespeare; a concordance to the Bible; Brewer's Dictionary of Phrase and Fable; Warner's Library of the World's Best Literature; a good collection of orations; Granger's Index to Poetry and Recitations; one of the larger collections of quotations (either Hoyt or Bartlett); a book of toasts.

### LITERATURE—GENERAL READING

The best result that can come from the work in reading is a development of a taste for the reading of good literature and right habits in such reading. Enjoyment should be its invariable accompaniment. This implies that the reading must be intelligent, but that at the same time the effort to comprehend the full meaning and to understand all the allusions must not be carried to the point of killing the interest. The reading in class should lead to voluntary outside reading under the wise guidance of the teacher. To this end the following suggestions are made.

**Standard Prose and Adaptations.** The reading of books under this caption in the township library list will introduce the pupil to the world's best literature. Few children will on their own initiative read these books. The teacher should plan to awaken interest in books of this kind on the part of upper form pupils especially.

Selections in the reader used may often be utilized to bring about the reading of standard prose in library books. If, for instance, "Rip Van Winkle" is in the reader used, then the reading of this selection, if properly done in class, may be effectively used to bring about the voluntary reading of other selections from Irving. The *Odyssey* for Boys and Girls, by Church, may prove an open sesame to the Greek masterpieces which appear in good translations and adaptations.

**Poetry.** The reading of poetry in the reading class should lead to such reading in the library books. The unit of reading in poetry is the poem and not the book. Pupils in the upper form should be encouraged to browse about in

books of poetry, especially of such authors as Longfellow, Whittier, Bryant, Lowell, Holmes, Field, and Riley. The poems of Field, Stevenson, Riley, Frank Dempster Sherman, Lucy Larcom, and Mary Mapes Dodge will especially interest children in the lower and middle forms. A few well selected volumes from Poetry-Collections in the List of Books for Township Libraries will provide much material for general reading of poetry. To stimulate interest, the teacher should often read poetry to the school.

**Plays.** The reading and acting of the dramatizations listed under Plays in the List of Books for Township Libraries will help to create interest in the reading of plays. A leading aim in the upper form should be to get the pupils interested in reading the plays of Shakespeare. Tales from Shakespeare by Lamb may be used for this purpose. When the story of a play has been read and sufficient interest aroused, the reading of the play itself may be suggested.

## GEOGRAPHY—REFERENCE

**Object.** To give training in finding geographic information, both in reference books proper and in shelf books.

**Grades.** 6-7.

**Class.** Geography.

**Shelf Books.** With that part of the table of classification from 910 to 919, as given on page 128, on the board or in the hands of the pupils, make such requests as the following:

Locate in the library the books treating of the countries of Europe, and read the titles of some of them; Asia; South America; United States; polar regions; travel and adventure in various regions.

Call the attention of the class to the geographic material in the books on industries (class number, 600). The reference here is to such books as: How the World is Clothed; How the World is Housed; How We are Fed; Aunt Martha's Corner Cupboard; Great American Industries; Commercial Raw Materials.

Send one or more pupils to the library to find and read the titles of some of these books.

Have an exercise in finding geographic material by going directly to the shelves and making use of the above classes of books, the indexes in the books being used whenever necessary. Following are suggestive questions for this purpose:

1. What countries of the world produce much rice?
2. Give an account of the dwelling houses in Japan.
3. Flax: where it is grown; uses.
4. India rubber: where obtained; how prepared; uses.
5. Leather: of what and how prepared.
6. Give an account of the jinrikisha.
7. De-

scribe the Amazon river. 8. Find an account of Japan. 9. Tell about pilgrimages to Mecca. 10. Find an account of country life in Russia.

**Card Catalog.** Give an exercise in finding geographic material by using the card catalog. The following questions are merely suggestive. Only those topics should be assigned for which there is at least one card. The pupils should be taught to use some ingenuity in finding geographic material by means of the card catalog. For example, in looking for material on the Suez Canal, not only that heading, but also "Canals" and "Africa" should be looked for among the cards; then the indexes of books referred to under the latter heading will locate information on the canal. The source of the information should be given in each case.

1. Give a short account of the cotton industry.
2. Where and how are sponges secured and prepared for the market?
3. Describe the Grand Canyon of the Colorado.
4. What of interest would you expect to see in Cape Town?
5. What are the present conditions of the whale fisheries?
6. Tell about the canals of Holland.
7. Briefly describe Formosa.
8. What material is there in the shelf books on the subject of glaciers?
9. Give a short account of the Suez Canal.
10. Briefly describe Porto Rico as to location, climate, products, people, and government.

**Reference books.** Among the reference books useful in geography and for which lessons are given elsewhere are: atlas; general encyclopedia; Champlin's Cyclopaedia of Common Things; Cyclopaedia of Natural History; Cyclopaedia of Persons and Places; World Almanac; Wisconsin Blue Book; Dictionary. Ask the pupils to name such of these sources as they have already studied. It might be well to briefly review each with special regard to geographic reference work.

The Statistical Abstract of the U. S., issued annually by the Bureau of Statistics, Washington, D. C., supplies much information regarding our own country. It may be obtained free on application to your member of Congress or the Bureau.

**General Exercise.** Find anywhere in the library the information asked for in the following or a similar list of questions. Report the source of each answer. Compare the different ways in which the pupils find the information so as to give some training in the economical use of time in such reference work.

1. How many bushels of wheat were grown in Argentina last year? In the United States?
2. Where is Mt. Hoffmann and how high is it?
3. Locate Battery Park, New York City.
4. What and where is Mauch Chunk?
5. Which state has the largest negro population in comparison with the white population? Give the figures.
6. Give a brief account of the island Guam.
7. What was the population of Wisconsin at the last census? In 1860?
8. What was the value of the apples exported from the

United States in any one of the last two or three years? 9. How many bushels of wheat were raised in your county last year or the year before? 10. In what book in the library is there the most complete account of Holland?

**In the Public Library.** If the school has access to a public library, the class should be made acquainted with the location of the geographic reference material in the reference department; and, if time permits, they may with profit be given an exercise in the use of some of the leading works, such as: Lippincott's New Gazetteer; Indexed Atlas of the World; Century Atlas; Baedeker's Guide Books; Reader's Guide to Periodical Literature.

## GEOGRAPHY—GENERAL READING

### (Mainly travel and adventure)

The object should be to awaken an interest in reading well-written books of travel and adventure. The geography class can well be made the center of this kind of reading, if it can be so managed as to be and appear to be reading for pleasure.

In connection with the study of Holland, for example, Hans Brinker can be recommended for reading: Labrador,—Adrift on an Ice-pan; Norway and Sweden,—Land of the Long Night; Africa,—King Mombo, Country of the Dwarfs, and World of the Great Forest; Polar Regions,—Negro Explorer at the North Pole, Snowland Folk, Children of the Cold; U. S.,—Tramp Across the Continent, Oregon Trail, Stories of the Great West, Down Historic Waterways; the sea,—Cruise of the Cachalot, Two Years Before the Mast, Around the World in the Sloop Spray.

For the younger pupils especially there are available for general reading such books as those in the Little Cousin Series, Little People Everywhere, Library of Travel, and Around the World; while for those older we have Peeps at Many Lands. These are all mainly informational.

Meritorious magazine articles on travel make good general reading of this kind and the teacher would do well to bring about the reading of them to a reasonable extent.

## BIOGRAPHY—REFERENCE

**Object.** To teach the sources of reference in biography; to bring together for this purpose what has been previously taught with regard thereto in connection with books already studied (encyclopedia, dictionary) and to point out additional sources.

**Grades.** 7-8.

**Class.** History or reading.

**Materials.** The lessons should be given with whatever biographical material may be at hand of that which is mentioned in this outline, omitting the parts which call for reference books not available.

**Collective biography.** Acquaint the pupils with the class of books known as collective biography, the 920's (class number). Have them make a list of these in the school library, or, at least, of half a dozen of them, if there are many. Teach how among books of this class they may readily find a given biography by means of the title, table of contents, and index if there is one. If they were looking for a biography of Thomas Jefferson, for instance, they would not look in books with such titles as *Historic girls*, *Four American Inventors*, or *Twelve Naval Captains*; but they might find it in a book with the title *American Leaders and Heroes*. Such a discussion and accompanying exercise should of course be based on the books at hand.

**Individual biography.** Next to the 920's, or collective biography, come the 921's, or individual biography; that is, books each of which gives an account of the life of only one person. These are, or should be, arranged on the shelves alphabetically by the names, not of the authors but of the persons written about.

Have the pupils find these books on the shelves and make a list of them; have them note how they are arranged.

**Card catalog.** Call the attention of the class to biographical material in some book or books in the library not classed with collective or individual biography and which are neither encyclopedias nor dictionaries. For example: in "*Grandfather's Chair*", by Hawthorne, we find, on pages 86-92, an account of Cotton Mather; in "*The Romance of the Civil War*", by Hart and Stevens, there is material on the lives of John Brown (p. 287-91), Farragut (p. 177-9), Grant (p. 179-83), and several others prominently connected with that war; in "*Panama and the Canal*", by Hall and Chester, there is an article on Ferdinand De Lesseps (p. 113-27).

Ask how such material is made available, how they would be able to find it. The answer is: Look in the card catalog. The teacher should select beforehand several such references actually given in the card catalog and have the pupils find the corresponding cards and by means thereof to locate the material in the books.

**Biographical information in the dictionary.** This was studied when the lessons on the use of the dictionary were given (page 40). The pupils may now be asked where they would look to quickly learn when a certain person of note lived, or when he was born, and what occupation he followed, when no further particulars are desired. For example: In what year was Grover Cleveland born? Who

was William T. Harris and when did he live? How old is Ex-President Taft? Have enough similar questions answered to recall such use of the dictionary.

In the dictionary, too, are given the nicknames of noted men; such as Stonewall Jackson, Learned Blacksmith. These will be found among noted names in fiction when these are given a separate place in the appendix. Give these two to be looked up as illustrations.

**General encyclopedia.** A general encyclopedia of several volumes is a more certain source of biographical sketches than any other work which the library is likely to contain. However, in the case of biographies of persons still living when the encyclopedia was prepared or revised, if this took place several years previously, important facts may be omitted; and biographies of persons who have since become prominent will not be included.

Assign several names for reference in the encyclopedia, including some to illustrate the last mentioned point, if an encyclopedia illustrating it is at hand.

**Champlin's Cyclopaedia of Persons and Places.**

In the lesson on the use of this work (see page 57), its use as a source of biographical material is taught. Review its use for this purpose.

**Bluebook.** In the lesson on the Wisconsin Blue Book (see page 55), there is included instruction with reference to the biographical sketches which it contains. By way of review, assign the reading of one sketch of each class of public men there included. Select sketches of officers in whom the members of the class are likely to be interested.

**Histories.** The biographical information in history texts and historical works in the library should be made use of when necessary. The indexes will facilitate such use of these books. Histories of literature give biographical information regarding authors.

**Additional reference material.** In public libraries and some of the larger school libraries, there will be found sources of biographical material with at least some of which the pupils in schools having access thereto should become acquainted.

Foremost among these sources may be mentioned: Century Cyclopedia of Names, being one of the volumes of the Century dictionary; Congressional Directory; Reader's Guide to Periodical Literature; Who's Who in America.

Other sources include: Appleton's Cyclopedia of American Biography; Bryan's Dictionary of Painters and Engravers; Champlin's Cyclopedia of Painters and Painting; Dictionary of National Biography—Index and Epitome; Lippincott's Pronouncing Biographical Dictionary; Who's Who.

If such material is available, the class should learn where in the reference room of a public library it is located, and should be given an exercise in the use of the works named, in the next to the last preceding paragraph.

**Test exercise.**—The following questions will provide an exercise in testing the ability of the pupils to use biographical reference material. The questions for which material is not at hand are to be omitted. Pupils should, in each instance, state the source of their information. Comments by the teacher and discussions by the class in this connection should have for their object the development of good judgment in using reference material.

1. Give a short sketch of the life of the congressman from your district.
2. What is the age of the President of the U. S.?
3. Give a short account of the life of Edison.
4. What book in your library gives the most complete account of General Grant?
5. When is Longfellow's birthday?
6. Who was called the Little Giant?
7. What was Mark Twain's real name and what circumstance gave him his nickname?
8. Report what material your library contains on the life of Robert Fulton. (This question should send the pupils to: (1) the card catalog; (2) the 920's; (3) the 921's; (4) the Encyclopedia of Persons and Places; (5) the general encyclopedia; (6) to other probable sources which may be available.)
9. Who is the Chief Justice of the Supreme Court of Wisconsin? Give a few leading facts of his life.
10. In what books in your library, aside from the encyclopedia, will you find accounts of inventors?
11. How many of the members of the Wisconsin senate were farmer boys? Of the Wisconsin representatives in Congress?
12. Give a short account of the lives of the authors of three or four library books which you have read and which you liked.
13. What was Daniel Webster's attitude on the slavery question?
14. Read an account of the life of some person mentioned in today's daily newspaper.
15. Find a short sketch of some poet now living.
16. Find a magazine article on the life of Marconi.

## BIOGRAPHY—GENERAL READING

No other kind of reading is so likely to stimulate worthy ambition and to form right ideals of thought and action as that of well-written and wisely selected biography. Many of our greatest characters owe their start toward success in life to the stimulus of the notable examples related in the lives of eminent men and women. The effect of Weem's life of Washington on the youthful Lincoln is a well-known illustration in this connection.

Schools should seek to make effective in the population as a whole the influence which has such remarkable results to its credit. To this end two things are necessary: to bring about considerable reading of biography on the part of the boys and girls in the schools and to unite therewith an intelligent interest which shall continue after school days are past. Some suggestions follow.

In the primary grades stories of great men and women should be told or read to the children. This may be done in connection with the language work, the stories told being made the basis of conversations for language purposes.

In the intermediate grades this method should be supplemented by the reading on the part of the pupils of simple but interesting biographies suitable for these grades (see List of Books for Township Libraries).

The following suggestions apply principally to the upper grades and beginning high school.

**Individual biography.** After the lessons on reference work in biography have been given, the pupils may be asked to select some book of individual biography to read. Among the many lives suitable for this purpose may be mentioned:

Lincoln; Washington; Edison; Grant; Columbus; Helen Keller; Jacob A. Riis (in his "The Making of an American"); Booker T. Washington (in his "Up from Slavery"); Livingstone; Stanley; Queen Elizabeth; Daniel Boone; Gen. George A. Custer; Benjamin Franklin; Joan of Arc; Governor John A. Johnson; Napoleon; Alice Freeman Palmer; Louisa M. Alcott.

One way of awakening a desire for any particular biography is to read an especially interesting part to the class or school, the reading being preceded by appropriate remarks. By calling attention to several biographies in such a way as to create a desire to read them, a number of pupils will be reading different lives at the same time and then by exchanging information with respect to the books further guidance and stimulus will be provided.

**Collective biography** as a source of profitable general reading is likely to be neglected. The apparent lack of interest in such reading can, to an extent, be overcome by having the pupils select for reading only those biographies in a collection which are likely to prove of interest to them. This will also give practice in selection, which is of so much value in developing effective reading habits. The following are some of the representative books of collective biography now (1915) on the List of Books for Township Libraries; the grades for which each is suitable are indicated in parentheses.

Baldwin. An American book of golden deeds (5-6); Beebe. Four American naval heroes (5-7); Bolton. Lives of girls who became famous (7-12); Bolton. Lives of poor boys who became famous (7-12); Burton. Four American patriots (5-7); Coe. Heroes of everyday life (6-8); Eggleston. Stories of great Americans for little Americans (2-4); Haaren. Famous men of the middle ages (6-8); Marden. Stories from life (5-8); Parton. Captains of industry (7-10); Perry. Four American Inventors (5-8); Gould. The Children's Plutarch (6-9); tales of the Greeks (6-9); Ditto. Tales of the Romans (6-9); Riis. Hero tales of the far North; Wadé. Wonderworkers (6-8); Wright. Children's stories in American literature, 1660-1860 (7-12).



## HISTORY—REFERENCE

**Object.** To teach the use of the library as a source of reference in history.

**Grades.** 7-10.

**Class.** History.

**Shelf Books.** Have the pupils note from the table of class numbers (page 128), a copy of which numbers should be on the board or on a sheet in their hands, that the history books are those with class numbers from 930 and up. Locate the books given each class number beginning with 930. This should be done in answer to such questions by the teacher as: Name the books in the library dealing with the history of England; of the American Revolution; of the Civil War.

In this connection, if there is a source book at hand, have the class glance through it and learn its main characteristic, namely, the giving of historical information by quoting the exact words of competent observers or participants of the events. Examples are: Colonial Children, Camps and firesides of the Revolution and other Source readers in American history.

Give an exercise in finding historical material directly in the history books on the shelves. Assign topics which you know are given space in books at hand.

**Card Catalog.** Definite historical topics should be assigned for which references are to be sought in the card catalog. The teacher should make sure beforehand, however, that the topics assigned are represented by cards in the catalog, and that the books referred to are in their proper places on the shelves.

In this connection, teach the subdivisions of United States history as given in the card catalog, namely:

U. S. History—Discovery and exploration.

U. S. History—Colonial period.

U. S. History—French and Indian war

and so on. These cards are arranged in chronological rather than alphabetical order.

In looking up a topic in U. S. history, the period in which it falls should be determined and then the corresponding cards found; then, in the book or books referred to, the topic can be located by means of the table of contents or index.

Cards referring to U. S. history as a whole should also be used. The following topics are suggested for an exercise in the use of the card catalog in history reference work.

Battle of Long Island; assassination of President Lincoln; settlement of Jamestown; stamp act; battle of Lake Erie; Missouri compromise;

Louisiana purchase; Monitor and Merrimac; Braddock's defeat; Burr's conspiracy.

**Atlases.** Pupils should be trained to the habit of locating places where historical events of which they read occurred. If no historical atlas is at hand, the maps in a general atlas, or those in a history or geography text, or in an encyclopedia, should be made use of.

**Encyclopedias.** Assign to each pupil one or more historical topics to be looked up in the encyclopedia; use topics already touched upon in the history or other class. Be sure beforehand that the topics are discussed in the encyclopedia at hand. A general encyclopedia is to be preferred, but Champlin's Cyclopaedia of Persons and Places contains historical material under the names of historical persons and places. The history of inventions is given in such works as Champlin's Cyclopaedia of Common Things and in shelf books among the 600's, as well as in general encyclopedias. Topics like the following are suggested.

Boxer rebellion; battle of Gettysburg; cotton gin; immigration; Minnesota; Jacobites; fugitive slave laws; Free-soil Party; Centennial Exhibition; Gadsden Purchase; Boer War.

**Dictionary.** Historical events which have added words and phrases to the language are briefly explained in the dictionary. Have the pupils look up some of the following:

Squatter sovereignty; tory; carpetbagger; mugwump; South Sea Bubble; Alien and Sedition Laws; Whisky Insurrection; locofoco; Greenback party; Ku-Klux Klan.

**Biography.** Biography is a valuable source of historical reference material. A life of Lincoln, for example, is good for reference in the study of slavery or of the Civil War. Usually such biographies are provided with indexes which make the historical information available. In assigning the history lesson, the teacher should be on the alert to find occasion to direct the pupils to biographies in the library which contain material connected with the lesson assigned.

**Current History.** For current events newspapers, magazines, and year-books are the main sources. Indexes to magazines at hand, Readers' Guide to Periodical Literature (if a library containing it and the magazines referred to are accessible), and the World Almanac are recommended for use in this connection. The use of each of these is outlined elsewhere.

**Public Library.** If a public library is accessible, some reference work in history may with profit be done with the following, especially:

Poole's Index; Readers' Guide to Periodical Literature (especially of value for current history); Larned's History for Ready Reference; Harper's Dictionary of Classical Literature and Antiquities.

**General exercise.** After the above sources have been studied, give an exercise which will test and train the pupils in making ready use of whatever historical reference material may be at hand. Following is a suggestive list of topics for each of which a brief historical account is to be found.

American flag; reaper; civil service; battle of Brandywine; London fire; slavery; Quakers; cotton-gin; Nero; French Revolution; Seven Years' War; Pontiac's Conspiracy; printing; black death; Dred Scott decision; Causes of the American Revolution; Crusades; Hundred Years' War; the pyramids of Egypt; Iceland; discovery of America; Brazil; feudal system; discovery of the South Pole; Spanish-American War; Johnstown flood.

## HISTORY—GENERAL READING

General reading in history will throw light on historical events and will tend to awaken an interest in the serious study of the subject. It includes history in the form of stories, such as *Tales of a Grandfather*, *Grandfather's Chair*, and *Peter of New Amsterdam*; biographies of historical characters; and historical fiction. The list of books for township libraries gives help in selecting books for this kind of general reading.

The history class especially affords occasion for such reading. When studying the American Revolution, for instance, interest may be awakened in the reading of such books as: *Strange Stories of the Revolution*; *The Boys of the Revolution*; *The True Story of George Washington*; *Autobiography of Benjamin Franklin*; *The Spy* (Cooper); *Guert Ten Eyck* (Stoddard). But this reading must not be made to appear as task work. On the contrary, it should create a desire to do more such reading within reasonable limits.

## FICTION

The judicious reading of good fiction stimulates the imagination, gives a better insight into human nature and a broader outlook on life, and is a source of rational enjoyment.

Fiction often is the first reading that appeals to young people and is therefore important in helping to establish the reading habit; besides, it increases the vocabulary and in other ways assists in the improvement of the reader's use of English. A reasonable amount of such reading should not be discouraged. But the quality and amount need to be wisely regulated.

It is a point of general agreement that fiction forms much too large a proportion of reading by both children and adults. A recent compilation of the circulation in some twenty

public libraries of the state revealed that on the average sixty-eight per cent of the books loaned were fiction. It is safe to say that fiction formed a still larger proportion of the books read which were not drawn from public libraries. Many people never read any other kind of literature.

It should be one of the results of library work in the schools to improve this condition. Negatively, this cannot be done by discarding the works of fiction in the school library nor by unreasonably restricting such reading. The formation of a taste for good fiction will help; for it is apparent that excess here usually means the reading of harmful works of fiction or of such as have no positive value. Interest in other lines of reading will naturally also decrease the proportion of fiction reading.

First, as to developing a taste for good fiction instead of that which is mediocre or vicious. There are exposed for sale in many a shop window and book stall thoroughly vicious books for the young; others are exhibited which, while not in and of themselves harmful, become so because of the large amount of profitless reading to which they lead; they keep the reader away from better things and gradually exert a weakening effect upon his mental and moral fiber. Such books are kept off the township library list. Interesting the pupils in the reading of the fiction in the school library will therefore help save them from this "yellow" fiction.

Because we must begin on the level of the pupil's tastes and capacities, there are included in the township library list some juveniles that have no particular literary merit, but which may form a starting point for developing the reading habit in general and a taste for better fiction in particular. Constant effort should be made to develop the pupil's taste for fiction of the better grade. Interest aroused in a work of fiction may be utilized to bring about the reading of a related work of more merit.

Pupils should be given so far as practicable a many-sided interest in reading; fiction should not monopolize the field. The suggestions given on preceding pages for bringing about the reading of biography, travel, etc., will prove helpful to this end. As teachers get more experience in dealing with the problem, additional ways will suggest themselves. The lists to be issued for the use of the Wisconsin Young People's Reading Circle will prove helpful.

Fiction may itself be utilized to bring about other kinds of reading. When, for example, a boy has read with interest *The Young Trailers*, by Altsheler, if he is told about Daniel Boone, Pioneer of Kentucky, he may be moved to read it of his own accord. Similarly, if he has read

Uncle Tom's Cabin, he may perhaps easily become interested in *Up From Slavery*, by Booker T. Washington. So with *Captains Courageous*, by Kipling, and *The Cruise of the Cachalot*, by Bullen; *Little Jarvis*, by Seawell, and *The Hero of Erie*, by Perry; *The Quest of the Fish-dog Skin*, by Schultz, and *Parkman's Oregon Trail*; *Two Little Confederates*, by Page, and *Romance of the Civil War*, by Hartman; *Hans Brinker*, by Dodge, and *The Land of Pluck*, by the same author; *Little Women* and *Louisa M. Alcott, her Life, Journals, and Letters*.

In the giving of credit for outside reading, one stipulation should be that only a certain proportion of fiction will be counted. The lists of the Young People's Reading Circle will help carry out this suggestion and yet retain the voluntary feature which is essential to the development of a taste for good reading.

### BOOKS FOR YOUNGEST CHILDREN

The books under this caption on the township library list are intended for grades one and two, mainly for grade one. It is the intention that they are to be drawn by the children and read just as in the case of library books taken out by older pupils. We have here an opportunity to develop the library habit in the most impressionable years.

To awaken interest, parts of the books may be read aloud by the teacher. Care should be taken not to give out to a child a book which is too difficult or which for other reasons is unsuitable. There should be perfect freedom to return unread a book which fails to interest the young reader. Any idea of task work should be avoided in connection with this reading. Let the children browse among the books so as to encourage them to select those which will interest them.

Library books for the youngest children should not be used as supplementary readers, for this removes them from their place in the library, which is to provide material for voluntary reading. Occasionally, however, a pupil who can read well may be asked to read to the class part of a favorite library book. Some of the best known Mother Goose Rhymes and other child literature which has gained popular favor should be memorized by the children, to the extent to which this can be done without connecting with the library books the idea of task work.

### PICTURE BOOKS

The picture books included in the township library list are selected with a view to beguile some of the leisure time of the little folks, to stimulate wholesome interest in life and nature and recreation, to provide an incentive for making

a try at reading, to develop the taste away from atrocious colored supplements, and to help parents select picture books of this kind for the home.

It is perhaps needless to say that these picture books should not be given out so freely that the children will quickly lose interest in them. Care should be taken that they do not soon become soiled and torn and so lose their attractiveness. It may be found necessary for this reason not to allow them to be taken home. These books may be the first library books used by the children and it is important that this introduction to the library be a pleasant one.

### REVIEW AND TEST EXERCISE

After the lessons on the use of the school library have been given, there should be a review of the work and a final test of the pupils' ability to make use of the instruction received. As an aid in reviewing and testing, the following questions can be drawn upon.

1. What is the plural of index? 2. What counties make up the eighth congressional district in Wisconsin? 3. Find an article on the life of some successful merchant. 4. What is the latitude and what the longitude of New Orleans? 5. At what age did Andrew Jackson die? 6. Describe the flag of Sweden. 7. Find a poem on peace. 8. How many votes did the present governor receive at the election which placed him in office? How many were received by the principal competing candidate? 9. Name several synonyms of the adjective strong; discuss the difference in meaning between strong and one of these synonyms. 10. From what language do we get the word algebra? 11. Find a poem about General Grant. 12. Find all that the library contains on the life of Peter Cooper. 13. Who is the adjutant general of the state? 14. What and where is Ben Nevis? From what body of water could you see it? 15. Who wrote the Battle Hymn of the Republic? when? and under what circumstances? 16. Find what the library contains on Lincoln's schooling. 17. Give an account of the origin of the song Old Folks at Home. 18. What and where is the Smithsonian Institution? 19. What is the latest date on which Easter will come within the next five years? What year? 20. What people are called Toothpicks? 21. Give an account of the origin of the story Cinderella and the Glass Slipper. 22. Who is the author of the lines:

"Behind a frowning providence  
He hides a smiling face."

23. Find an article on the history of books. 24. Find all the material in the library on the god Thor. 25. On snakes. 26. Give figures to show whether or not the number of horses in the U. S. is on the increase or decrease. 27. What state is called the Blue Hen State? 28. Who is the present ruler of Japan? 29. During what period did Alexander II, emperor of Russia, reign? 30. Find an article in the library telling how mountains were formed. 31. Give the correct pronunciation of the Scripture proper name Misrenhothmaim. 32. Find an article on the pre-

vention of typhoid fever. 33. Who is president of the American Federation of Labor? 34. What is the average yield of oats per acre in Wisconsin? Compare with Minnesota. 35. How many officers and men in the U. S. army? Navy? 36. Find some material in the library on bovine tuberculosis. 37. Find an article on the Apollo Belvedere. 38. Give a quotation from Whittier. 39. Find what the library contains on the Chicago fire. 40. Find an article on how to plant trees. 41. Who was the Maid of Orleans? when did she live? and what did she achieve? 42. What does the name Charles literally mean? 43. Locate the Grand Central Station in New York City. 44. Is it good English to say: Gypsies are always **on the move**? 45. What books containing biographies of inventors are there in the library? 46. Find a description of the Hoang-Ho River. 47. Who is the present governor of Kentucky? 48. What is meant by: He has the key of the street? 49. What is the height of Pike's Peak? 50. Explain: You cannot expect him to do that without some **quid pro quo**.

## INSTRUCTION IN THE USE OF THE PUBLIC LIBRARY

The following outline course is one prepared by Miss Mary A. Smith, librarian of the Madison, Wisconsin, Public Library, and used by her in giving to the eighth grade pupils of that city instruction in the use of the library.

### Lesson 1

For the first talk take up classification and arrangement of books. Put on the blackboard the ten classes of the Dewey system with name for each class, explaining names which may not be clear to children, as sociology and philology. Give the reason for the name Dewey. Write out the divisions of the 900 class. Leave these on board and ask children to learn the ten classes for the next day.

Write out the ten divisions of the 500 class and then the sections of 510, simply as an illustration of the farther decimal division. Do not ask this to be learned. Emphasize over and over the grouping of books on same subject so that children will understand the reason for the library arrangement of books. That is the idea to leave with them this day.

Explain how the author number is obtained and put on board. Call no.=class no.+author no. Explain why call no. is the name.

Draw plan of the book room at the library and by putting on the class numbers, show where each class is located. Explain what a stack is, if library has stacks. Put running questions to children: "Where will you find a history? a book on art? on religion?" Call attention to labels as time savers.

### Lesson 2

Obtain a list of the children's names, and question them in a review on what you gave the day before. Put call nos. on the board, one by one, but rapidly, and call on a child to tell what he knows about the book from the call no. Example: 240 is a book on religion by a man whose name begins with C.

Tell the children the two exceptions to the rules you gave. Explain about fiction first and then define collective and individual biography. In individual biography get children to work out the author letter by first putting on the board call nos. of several biographies of Lincoln with author letter from author of biography. Then by showing them how these biographies would be scattered among others, and thus break the rule of the day before, that said all books



on a subject stand together, get them to tell you what to take for the author letter.

For the new part of the talk, draw a plan of the reference room, showing how the same arrangement holds here. Explain the term reference, and the mark added to call no. to indicate book is a reference book. Explain about general reference books, reference books for each class, reference copies of books and temporary reference books. In temporary reference books, make clear to them the object, to serve more people, not to favor a few.

### Lesson 3

Review by call nos. as on the previous day, adding to the ones of day before reference, fiction, collective and individual biographies. Satisfy yourself that the children have clear ideas about these.

The talk for the day is on the catalogue. Explain why catalogue is not printed but on cards. Tell them you are going to catalogue some books for them on the board and for the first choose one whose title gives a clue to the subject of the book. On the board write author, surname only, title and call number. Label it author card. Explain why a title card is made and make one on the board. Explain why a subject card is made and make one. Label the last two also. Take another book and have different children dictate to you what the cards would be and put those on the board. Do as many as you have time to do. For one take a book whose subject is not suggested by title and let children guess and from this work out analyticals with the paging. Explain how cards are arranged and have them tell you the order in which the cards on the board would be placed. Number cards as they give them. Draw plan of catalogue case, putting index letters in a number of the drawers. Ask children in which drawers the cards on the board would go.

### Lesson 4

At the beginning of this talk, say to the children what you may wish to say in a general way about the library. If there is a discipline problem at the library, now is a good time to state how you feel about it. Be brief in these statements. The children by this time will feel somewhat acquainted with you and receive what you say differently from what they would if you had started the first talk in this way.¶

For the day's talk, bring the first and any following number of a volume, not the second, of a magazine. Call attention first to the contents page of no. 1 and the paging. Do the same with number four, showing how they are

parts of volume. Have with you the index of the volume and show how this takes the place of the six contents pages as a guide to contents. Place on board backs of several volumes of magazines, arranging by volume and bring out the idea of file. Ask them now how they would get at contents of the file.

Put on board the name of the abridged Poole with dates covered, explain name and somewhat of how it was made, bringing out clearly its great use as a time saver. Add the name of the Readers' Guide with dates. Take a number of topics and ask children which index to use, bringing out the significance of date for some topics, as air-ships for instance. Place on board a few items from the library check-list of bound magazine files and explain items like Forum 1—date and broken file volumes. Ask them if library has volumes so and so.

### Lesson 5

Visit the library. Take children to reference room. Explain very briefly date and general character of general cyclopedias. Then quickly pass around the reference room, calling their attention to the reference books they will need to use and asking them to look them over when they have a few minutes in the library, as a catalogue can not indicate their whole contents. A card is then given to each child and he is asked to find each book on it and bring each book on it to a librarian to see that he is correct and then replace the book. The card for each child is different, and contains six entries for books, one being fiction, one a reference book and the last a bound magazine. The books are so selected that congestion in the stacks is avoided.

#### Sample cards—Yellow cards

- |      |           |  |
|------|-----------|--|
| 824  | Boyd      | Autumn holidays of the country parson. |
|      | Kingsley  | Hereward.                              |
| *    |           |  |
| 598  | Newton    |  |
| N48  |           | Dictionary of birds.                   |
| 901  | Mahan     |  |
| N33m |           | Life of Nelson.                        |
| 308  | Cleveland |  |
| C54  |           | Presidential problems.                 |
|      |           | Century, 60:522-33                     |
-

- 741 Beard  
 B38 Action in art.
- 914.5 Zimmerman  
 Z6 Italy and the Italians.
- Munro  
 John Splendid.
- \*
- 394 Chambers  
 C35 Book of days, vol. 1.
- 178 Gustafson  
 G97 The foundation of death.
- Harper's magazine, 100:413-24.
- 

After he has finished this work, give him one card from either of the following sets of cards, part of the children working at the catalogue, while others are working with the periodical indexes.

#### **Sample cards—White cards—Catalogue work**

Find a book written by Sir Walter Besant.

Find a book about birds.

Find a book written by Charles W. Eliot.

Find a book about Egypt—Description and travel.

#### **Sample cards—Blue cards—Magazine index work**

Find a 1908 magazine article on the West Point Military Academy.

Find a magazine article in index 1905-1909 on Manual Training.

Find a magazine article in index 1900-1904 on Games.

The different colors are used, as the child knows when he has had the three he has finished, then gives his name, and is registered as having done it. No standing is given.

The aim of this work is to make the child feel at home in the main library by understanding its mechanical features and realizing these are an aid to him and the enjoyment of books he finds there. If possible, this work should be done by the librarian and the main desk assistants as the children will through it feel acquainted with them, and they will learn to know the children. The work can be done in the time indicated, if the librarian plans exactly what she is going to say, says it clearly and is willing to be satisfied if the child learns these few fundamental facts about the library. She will find that farther knowledge will come to him easily, if she has not confused him with trying to teach too much of library mechanics. He will feel sure of his knowledge and will know how to ask for further help intelligently if he needs it.

## SIMPLIFIED CLASSIFICATION FOR CHILDREN'S BOOKS

## Dewey Decimal System

Class Number		Class Number	
016	Subject index, Bibliography	646	Sewing
030	Cyclopedias	650	Business methods
050	Periodicals	680	Handicrafts, Manual training
170	Conduct of life, Vocational guidance		
220	Bible stories		<i>Fine Arts</i>
290	Myths	730	Sculpture
310	Yearbooks, Statistics	750	Painting
320	Government	770	Photography
327	Peace	780	Music
330	Conservation	790	Amusements, Sports
359	Navies, Battleships		
370	Education		<i>Literature</i>
398	Legends, Fairy tales, Fables, Folklore	800	Great literature told for children
400	Language	808	Prose and poetry—Collections, Speakers and readers
	<i>Natural Science</i>		
500	Science and nature	808.8	Quotations
520	Astronomy	811	Poetry—Individual authors
530	Physics	811.8	Poetry—Collections
537	Electricity	812	Plays
540	Chemistry		<i>Geography and Travel</i>
550	The Earth, Minerals		
570	Plant and animal life (When both are treated in the same book)	910	Geography—General. Travel and adventure
571	Primitive man	912	Atlases
580	Plants	914	Europe
590	Animals and animal stories	915	Asia
595	Insects	916	Africa
597	Fish	917	North America
598	Birds	917.1	Canada, British America
		917.2	Mexico, Central America, West Indies
	<i>Useful Arts</i>	917.3	United States
600	Industries, Inventions	918	South America
613	Gymnastics	919	Oceanica, Australia, Philippine Islands, Polar regions
614	Health and sanitation		
614.8	Fire prevention and fire protection		<i>Biography</i>
620	Machinery		
625	Roads	920	Biography—Collective
630	Gardening, Agriculture	921	Biography—Individual
640	Cooking, Home work	929.9	Flags

<i>History</i>		Class	
Class		Number	
Number		970.1	Indian life, Indian legends
930	Ancient	971	Canada
940	Medieval, modern, European, and general history	972	Mexico, Central America, West Indies
941	Scotland	973	United States
942	England	973.1	Discovery, Explorations
943	Germany	973.2	Colonial times
944	France	973.3	Revolution
945	Italy	973.4	Middle period (1789-1861)
946	Spain	973.7	Civil War
947	Russia	973.8	Our own times
948	Scandinavia	977	Separate states and separate sections of U. S.
949	Minor countries of Europe		
950	Asia	977.5	Wisconsin
951	China	980	South America
952	Japan	990	Oceanica, Australia, Philippine Islands
970	North America		

## PUBLICATIONS RELATING TO THE USE OF SCHOOL LIBRARIES

The following list has been prepared with a view to helping make available to the teacher material bearing on the use of school libraries as treated in these pages.

The abbreviation "T" refers to the township library list of 1914-16. The abbreviations of publishing firms are interpreted in the back part of that list.

**A. L. A. booklist;** a guide to the best new books. Issued monthly except in July and August. A. L. A. Publishing Board, 78 East Washington St., Chicago. 1.00 per year

**Bryant.** How to tell stories to children. Houghton, 1905. 1.00 T. .85

**Cox.** Literature in the common school. Little, 1908. .90 T. .72

A helpful guide to the grade teacher; clear, simple, and not too technical.—A. L. A.

**List of books for high school libraries** in the state of Wisconsin. Issued every two years by the State Superintendent.

The edition of 1909 contains instructions for the cataloging and care of high school libraries. These instructions should be followed closely in order that there may be some degree of uniformity in respect to the organization of the high school libraries throughout the state.

**List of books for township libraries** in the state of Wisconsin. Issued by C. P. Cary, State Superintendent. A revised edition every even-numbered year.

See lesson, page 74. The edition of 1910-'11 contains instructions for the cataloging and care of elementary school libraries.

**MacClintock.** Literature in the elementary school. University of Chicago Press. 1907. 1.00

Such topics are discussed as the service rendered by literature in the education of children, the kind of literature.....serviceable in the elementary school..... The presentation of the literature, the correlations of literature and outside reading are also treated.—Book Review Digest.

**Manual of the elementary course of study** for the common schools of Wisconsin. Issued by the State Superintendent.

On pages 325-336 of the edition of 1913 will be found instructions and suggestions with respect to the school library. The discussion of general reading, pages 326-33, should be read by all who make use of these Lessons on the Use of the School Library.

Suggestions as to the reading of library books will also be found in this publication under the subject of reading. The latest issue should be consulted for additional material on books and reading.

**Olcott.** The children's reading. Houghton. 1912. 1.25. T. 1.00

The value of books in the education of children, the effect of bad reading, how to interest children in home reading, and what books are especially suitable for children. For both elementary and high school teachers.

**Salisbury and Beckwith.** Index to short stories. Row. 1907. .50. T. 38

Will help to find stories illustrating many different subjects.

**Terry.** Two lines of high school reading.

Pamphlet issued by C. P. Cary, State Superintendent, from whom copies may be secured on application. However, the same article, with a few changes, will be found in the 1914 Wisconsin Free High School Manual, pages 141-7.

**Ward, G. O.** Practical use of books and libraries. Boston Book Co. 1914. 1.00

For high school libraries.

**Ward, G. O.** Teaching outline to accompany Practical Use of Books and Libraries. .50

**Wisconsin Young People's Reading Circle.**

Under the auspices of the Wisconsin Teachers' Association, a Wisconsin Young People's Reading Circle is to be organized during the school year 1915-16. A pamphlet will be issued and distributed to teachers which will be of service in bringing about the reading of good books by means of the reading circle activities in whose interest it will be issued. Teachers should make every effort to get their pupils to become members of this reading circle. The instructions which will be given in the proposed pamphlet should be carefully studied before beginning the work.

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